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ABSTRACT

This Systems and Procedures Exchange Center (SPEC) kit reports results of a survey of 64 Association of Research Libraries (ARL) institutions conducted in the fall of 1990 to gather information on the performance appraisal of collection development librarians. Data are reported on the frequency of the performance review cycle, reporting structures, person responsible for writing the review, peer involvement, and supporting materials. The following related documents from several ARL libraries are included: (1) statements of performance criteria for selectors from Johns Hopkins University, the University of Notre Dame, and Virginia Polytechnic Institute and State University; (2) policy statements on evaluation from the University of Illinois at Urbana-Champaign and the University of Washington; (3) performance review models from Arizona State University, the University of California, and Pennsylvania State University; (4) job descriptions for collection development librarians from Colorado State University and the University of Tennessee; and (5) various reports and forms from Kent State University, the University of Oregon, the State University of New York at Stony Brook, Tulane University, and the University of Waterloo. (KRN)

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SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 181

Performance Appraisal of Collection Development Librarians

February 1992

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SPEC: A PUBLICATION SERIES FOR LIBRARY STAFF

Editor.....**C. Brigid Welch**, Senior Program Officer for Information Services

Production Manager.....**Annette C. Verna**, Publications Assistant for Marketing and Production

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The Systems and Procedures Exchange Center (SPEC) gathers, analyzes, and distributes information on the management of human and material resources in libraries today. Established in 1973, SPEC serves as a central exchange among ARL members for information useful for strengthening library operations and programs. Through survey and review processes, SPEC gathers valuable information on current library issues, trends, and management techniques. The goals of the SPEC program are to identify expertise and encourage its exchange among library professionals, promoting experimentation, innovation and improved performance in the field of library management.

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SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 181

Performance Appraisal of Collection Development Librarians

February 1992

INTRODUCTION

Although performance appraisals of staff have been a standard practice in research libraries for many years, evaluations of collection development selectors have posed a particular problem, complicated by such issues as appropriate performance standards and multiple assignments. Performance appraisal of collection development librarians was the subject of a survey of the 103 ARL libraries conducted in August/September 1990. Sixty-four libraries (62%) responded. The basic question explored was: How are collection development librarians evaluated; or for those with multiple assignments, how is the selection aspect of their duties evaluated? Information was also gathered concerning documentation required, reporting structures and the role of selectors in the preparation of budget requests and annual reports.

The importance of collection development among librarians' duties is indicated by the way libraries single out selection for special attention and monitoring in performance evaluations. Libraries have established for their selectors both general and specific goals which are reviewed and reported on regularly. Others libraries do not have specific goals, but require regular monthly or annual activity reports.

SURVEY RESULTS

The survey first asked how many librarians on the staff were "full-time" selectors. Twenty-nine of the respondents (45%) have some librarians whose only full-time duty is selecting. Of these libraries, 23 employ from 1-5 full-time selectors, 6 have 6 to 10, and 2 have between 11 and 15. In only 2 of the 29 libraries is all selection done by full-time selectors (4 in one library and 5 in the other).

The survey then asked how many librarians had multiple assignments, including selection. In the other 35 libraries, multiple duties, such as reference or cataloging, are assigned to selectors. Heads of departments or branch libraries and their staff who double as selectors are included in this group. The number of multiple assignment selectors ranged from one library with 5 (the fewest number of selectors used, full-time or multiple assignment) to another with 82 (all multiple assignment). Thirty-eight libraries (59%) have between 11 and 30 multiple assignment selectors. Most libraries (35, or 55%) use only the multiple assignment approach. Twenty-seven (42%) prefer to use a combination of both full-time and multiple assignment selectors. Among the latter, the number of full-time selectors ranged only from 1 to 13, while the range of multiple assignment selectors was 8 to 41. Among the latter also, the combined number of full-time and multiple assignment selectors ranged from a total of only 11 selectors to a high of 53.

Reporting Structures. Full-time selectors tend to report either to a department head (14 libraries) or an Associate Director for Collections (13 libraries). In three libraries, full-time selectors report to a Collection Development Coordinator. In 3 libraries the full-time selectors also report to the Director of the library.

For multiple assignment selectors, the pattern is different. In 52 libraries, at least some of these selectors report to a department head other than the head of collection development. In 8 libraries, some report to a Collection Development Coordinator, and in 9 at least some report to an AD for Collections. In 5 libraries, some multiple assignment selectors report to the Director or Deputy Director. Among other positions to whom some selectors report are: an AD for Technical Services, AD for Collections and Public Services, AD for Public and Technical Services, AD for Special Collections, AD for Branches, and an AD for Access Services. In 4 libraries, selectors report to two different persons: the person in charge of collection development and a department head or AD for the other duties.

Performance Reviews. Predictably, the pattern of who does performance reviews of selectors closely parallels that of the reporting structures. In all 29 libraries but one with full-time selectors, the person to whom the selector reports also does the performance evaluation.

Among the sixty-two libraries with multiple assignment selectors, performance reviews follow a similar pattern with the supervisor conducting the performance evaluation. Where the supervisor is a department head, he or

she will evaluate that aspect of the librarian's performance dealing with selection, usually with input from the appropriate collection development officer. By the same token, if the supervisor is a collection development officer, he or she will usually solicit comments orally or in writing from the appropriate department head as to the librarian's non-selecting activities and performance.

Not surprisingly, the vast majority of respondents (54) conduct annual reviews of selectors as part of their review of all librarians. One library has no review cycle, while for the remainder, the period between reviews varies from one to four years. As a component of performance evaluation, peer review is used by only 32% of the respondents. Peer reviews of all selectors--both full-time and those with multiple assignments--are conducted by committees as part of system-wide reviews of all librarians. In only one library with a peer review system was the collection development function not among those areas of performance reviewed.

In those libraries (68%) with no peer review components, performance of selectors is conducted by the supervisor. In the case of full-time selectors, that responsibility is performed by the person in charge of collection development (AD for Collection Development or Coordinator) or by the head of the branch library or department to whom the selector reports. For those with multiple assignments, the selection function is evaluated by the individual's supervisor with input on the selection function by the person responsible overall for collection development.

Documentation required of selectors whether part of a peer review process or not, tends to be the same as that required of librarians in other functions: reference letters, annual reports, budget requests, self-reviews, special reports, letters of commendation, and publications. Some libraries, however, also review monthly activity reports and obtain comments from faculty in academic departments served by the selector and the head of collection development, if that person is not the individual's supervisor. Selectors in 30 (47%) of the libraries submit some form of annual report about their collection development activities. Criteria specifically related to selection and collection development which are reviewed include, but are not limited to: quantity and quality of liaison contacts with users; success in meeting unit, area or discipline-specific requirements; new monograph and serial publications reviewed; special collections acquired; weeding; review of gift material; expenditure of budget allocations; and success in meeting specific goals. Frequently the selector is asked to conduct a self-review which deals with success or failure in meeting certain specific goals agreed upon at the beginning of the budget cycle. Sometimes specific areas or topics are identified for each selector to be addressed in the self-review.

Budget Preparation and Annual Reports. In 25 libraries (39%), selectors submit a budget request for their disciplines (24 annually, 1 biannually). Two libraries prepare budget requests only for special or discretionary funds. Two others receive budget requests from selectors by means of informal discussions or letters.

ISSUES AND TRENDS

The clearest trend is to include selecting among the other duties assigned to librarians. Selection is performed by librarians along with other functions in 62 of the 64 responding libraries. Some librarians have responsibility for a broad array of processing activities in a subject, from selection through acquisition and cataloging to reference, thus giving the librarian the qualities of a specialist or "expert" with a better "feel" for the collection. These librarians are expected to know not only what is in the collection in their areas of responsibility, but also the relevant material coming on the market. They must also be prepared to provide expert reference service on the subject when special knowledge of the collection is required to respond to questions beyond the scope of the reference staff. This dividing up of responsibilities offers numerous advantages: it uses the special subject knowledge of staff; provides someone the reference staff, faculty and students can turn to for special requests or guidance; and enhances the job interest for the specialists.

Increasingly, selectors are involved in the budget process and the setting of collection development policies and goals. This practice may follow logically from the performance requirement that the selectors understand the subject matter, be aware of faculty needs and know collection strength and weaknesses.

Criteria for determining the quality of performance in selection activity derive from the goals of the university and library. Out of these, many libraries develop collection development policy statements which relate the goals to the academic programs. Because of the gradual but certain evolution of these programs, a regular review of the policy statements is necessary, along with the goals of the selectors. Requirements specific to the particular subject, department or discipline are identified, and both short-term and long-range goals are defined. When reviewing a selector at the end of a cycle, success in meeting the agreed upon goals is analyzed by the head of collection development alone or jointly with the selector. Primary gains from this process are the continuing dialogue between the selector and the supervisor (or collection development head), and the recognition that both play vital parts in the ultimate goal of meeting the research and teaching needs of the campus community.

This kit and flyer was compiled by Jack Siggins, former Deputy University Librarian, Yale University, and was prepared as part of the ONIS Collaborative Research/Writing Program. The survey was designed by Thomas McFadden, University of California-Davis Libraries.

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SPEC Kits (ISSN 0160 3582) are available mainly by subscription. Individual back issues may be purchased from the Office of Management Services, 1527 New Hampshire Ave., NW, Washington, DC 20036. Pre-payment is required. (ARL members may be billed.) Payment must accompany order. Price includes library rate postage if shipped in the United States. For orders shipped UPS, add $5.00 per issue. All orders to Canada must add $5.00 per issue for shipping and handling. All shipments to countries other than the United States and Canada must add $10.00 per issue for shipping and handling.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 181

Performance Appraisal of
Collection Development Librarians

February 1992

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ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SURVEY RESULTS

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036
202-232-8656 FAX 202-462-7849

TO: SPEC Liaisons

FROM: C. Brigid Welch, Program Officer for Information Services
T.G. McFadden, University of California, Davis

DATE: 13 August 1990

SUBJECT: SPEC Kit on Performance Appraisal of Collection Development Librarians

Enclosed is a SPEC survey on issues relating to performance appraisal of collection development librarians. The basic question is: How are collection development librarians evaluated on their performance (or how is selection performance evaluated for librarians having multiple assignments)? This question breaks down into two parts:

1. What are the criteria for quality performance in selection activity?
2. What counts as evidence for satisfaction of these criteria?

Please send any or all of the following documents pertaining to this question:

- Job description for selector(s)
- Sample discipline budget request form as prepared by selector(s)
- Sample annual report as prepared by selector(s)
- Performance evaluation form for selector(s)
- Statement of performance criteria for selector(s)
- Statement of activities which are evaluated as part of the overall performance review for selector(s)
- Sample policy statement governing performance review of selector(s)

Deadline for response is **28 September 1990**. Please contact us if you have additional questions. Thank you for your assistance.

SPEC SURVEY - PERFORMANCE APPRAISAL OF COLLECTION DEVELOPMENT LIBRARIANS

Library/Institution: _____

Contact Person: _____

Title: _____ Telephone: _____

1. How frequent is the review cycle for collection development librarians?

   54 Annual 1 Biennial 10 Other (please describe): _____

2. How many full-time selectors work in the library? _____

3. How many selectors have multiple assignments (e.g., part collection development, part reference)?
   _____

4. For full-time selectors, to whom do they directly report?

13 AUL for Collections
14 Department Head
3 Collection Development Coordinator
5 Other (please describe):

5. For selectors with multiple assignments, to who do they directly report?

9 AUL for Collections
52 Department Head
19 Other (if more than one, please indicate):
8 Collection Development Coordinator

6. For full-time selectors, who writes the performance review?

13 AUL for Collections
14 Department Head
2 Collection Development Coordinator
7 Other (please describe):

7. For selectors having multiple assignments, who writes the performance review?

9 AUL for Collections
52 Department Head
19 Other (if more than one, please indicate):
8 Collection Development Coordinator

8. Is there a peer review component of the performance evaluation?

20 Yes
43 No

9. If YES, please indicate the nature of this involvement:

10. Do selectors prepare an annual budget request for their disciplines?

25 Yes
39 No

11. Do selectors prepare an annual report on their collection development activities?

30 Yes
34 No

12. What supporting material or documentation is typically gathered as part of the performance review process for selectors?

15 Reference letters
22 Annual report (by selector)
7 Budget request
24 Other (please describe):

SYSTEMS AND PROCEDURES EXCHANGE CENTER

PERFORMANCE CRITERIA FOR SELECTORS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

PERFORMANCE ASSESSMENT FACTORS

1) Spending patterns: try to spread your spending evenly during the year, so that Acquisitions and Cataloging will have a steady workload; spend all of your money by year's end; avoid grossly overspending or underspending your total allocation. Each month compare the current MONTHLY REPORT OF LIBRARY EXPENDITURES with the preceeding month's to examine the changes.

2) Selection methodology: how you cover the publishing output in your subjects as you try to meet your users' needs--includes approval plan and non-approval plan activities.

3) Understanding departmental needs and priorities: meet each faculty member; develop a written profile of departmental programmatic interests and strengths, develop a written profile of faculty research interests; keep abreast of departmental developments that affect collection development through contact with the liaison or department chair.

4) Understanding collection strengths and weaknesses: examine shelf-list, bookstacks, subject headings, author headings, etc.; have library holdings checked against bibliographies; don't forget relevant strengths in Special Collections (A-Level, Garrett, Peabody), and in other Hopkins libraries, (e.g. Welch).

5) Handling gifts, replacements, and brittle books: timely attention to these decisions; solid understanding of the options.

6) Collection development for the Reference collection: keeping the collection up to date and responsive to users' needs.

7) Satisfying your academic departments: responding to requests and suggestions for purchase; using your funds as wisely as possible. You will need to buy material to support research and teaching at the graduate and undergraduate levels and faculty research. Most of your money will be directed toward the needs of graduate students and faculty.

8) Keeping your collection development policies up-to-date: involves many of the activities listed above.

Ed Rosenfeld
July 24, 1990

EXPECTATIONS OF BIBLIOGRAPHERS

The primary responsibility of the Bibliographer is the development and maintainance of those segments of the collection to which he or she is assigned, including selection, evaluation, preservation and weeding. While other achievements in the Libraries or in the profession are expected of the Bibliographer, their numbers will not compensate for neglect or inadequacy in this primary responsibility. The quality of a Bibliographer's work may eventually be revealed through the opinion of those who use the collection he or she has formed over many years. However, collections grow and change slowly and noticeable improvement is often dependant on the amount of money available. Therefore, it is necessary to use interim means of assessing the Bibliographer's work, to employ surrogates for precise measures of collection quality, and to base evaluations on presumed effect of the Bibliographer's knowledge and achievements. The following description of what is expected of Bibliographers at the University of Notre Dame Libraries attempts to guide bibliographers in their professional development while making explicit the basis on which their performance will be appraised.

I. Bibliographers will be expected to demonstrate increasing expertness with regard to their particular segments of the collection. This will be manifested by:

   A. Knowledge of publishing and book trade activity in their fields, e.g., major publishers, specialty book dealers, predominance of particular types of material, volume of publishing and costs, etc.
   B. Understanding of use and relative importance of library resources, both print and non-print, in teaching and research in their fields.
   C. Knowledge of the type of course offered in relevant programs at Notre Dame, the research being carried out by various professors here, etc.
   D. Some understanding of the nature of an outstanding collection in their fields, where such collections exist, etc.
   E. Knowledge of Notre Dame's collection in their fields, its major works, strengths, weaknesses, how well it meets local needs, priorities for improvement, etc.

Mastery of all of these would require years of experience, and so what is expected is evidence of gradual progress toward competence. Such evidence is

found in the quality of information and advice regarding the collection given to the Assistant Director, Head of Acquisitions and others in the Library -- is it clear, specific, consistent, and does it prove to be useful? Other evidence is found in written reports such as requests for funds, justification for serials and expensive purchases, collection assessments, endowment proposals. Are these specific, based on collection goals and long-range plans? Does the Bibliographer produce them without being prodded? Further evidence is in the confidence demonstrated by faculty members in the Departments to which the bibliographer is assigned -- are there signs that the bibliographer is increasingly consulted with regard to the collection, is there other testimony to his or her competence from faculty members? The goal for bibliographers is to become the Libraries' experts on library resources in their fields, whose knowledge of the relevant subject resources, how they are acquired and used, is more comprehensive than that of any one member of the Teaching and Research Faculty and more specific than anyone on the Library Faculty.

II. Bibliographers are expected to demonstrate scholarly and professional interests and achievements, particularly in fields related to their collection responsibilities. Indications of this include:

A. Completion of advanced degrees in a relevant subject area. While the function of a Library bibliographer requires a broader purview than that of a scholar in a particular discipline, familiarity with research in a discipline and the winning of academic credentials can assist Bibliographers in gaining the confidence of faculty members, and in fulfilling the expectations outlined in part I.

B. Attendance at courses, lectures, seminars, etc. in relevant fields. Not all Bibliographers will have extensive academic background in these fields, but all should have sufficient interest in the discipline to learn more about it.

C. Research and writing, either in relevant subjects or in library professional matters related to the responsibilities of the position.

D. Participation in relevant professional or scholarly organizations.

These expectations are closely related to the criteria for appointments and promotions applicable to all

members of the Library Faculty. For Bibliographers they should be realized in a way that furthers the role of the particular Bibliographer in the University Libraries.

III. Bibliographers are also expected to perform the following functions which both contribute to the quality of their collection development and make an independent contribution to the University Libraries.

A. The bibliographer should be active in promoting upper level bibliographic instruction, and in developing new approaches to such instruction. Evidence of success here are courses offered (are they increasing, is the Bibliographer being asked to return, etc.) as well as the testimony of students and faculty.

B. The Bibliographers should be increasingly involved in specialized reference in their fields, including data base searching if that is appropriate. There should be evidence of energy and creativity in promoting and providing library services to students and faculty in their departments. Evidence of growing success comes in the numbers that seek out the Bibliographer, and in referrals from other library departments, especially Reference. Testimony detailing ways in which the Bibliographer assisted research are valuable evidence of achievement as well.

IV. Like other librarians, Bibliographers are expected to play a role in the work of the Libraries generally, through Committees, special projects, etc.

A. Testimony from Committee chairs describing the particular contributions of the Bibliographer to the achievement of the Committee's purpose is valuable evidence.

B. Creative suggestions for new approaches contributing to the achievement of the mission of the Libraries, and demonstrated initiatives toward that end are very important.

C. The contribution of the Bibliographer to successful projects and the quality of reports produced are also important here.

In evaluating Bibliographers with regard to these matters the level of their activity, the amount of initiative they take, their mastery of professional

matters and understanding of Library operations as revealed in the breadth of knowledge and quality of analysis they demonstrate are all taken into consideration.

V. Bibliographers are expected to communicate effectively and to cooperate well with others in achieving Library goals, even though they work independently more than most librarians.

A. Effective communication means gearing the style and substance of the communication to the various groups with whom they interact -- faculty, students, Library administrators, Library faculty and staff.
B. Communication must be animated by a real understanding of the academic world and an appreciation of scholarship.
C. Cooperation within the Libraries must be based on an understanding of the requirements of others' positions and a willingness to share knowledge and experience.

Although all five expectations have some application for every Bibliographer, the degree to which each is fulfilled will vary not only with the Bibliographer's personal characteristics but with the nature of his or her subject responsibilities. They are intended as a guide in the formation of professional goals, as a basis for discussion of the Bibliographer's activities in monthly reports and biweekly meetings with the Assistant Director, and as a means to evaluate the Bibliographer's performance.

Criteria for Evaluation
of Collection Development Activities

Bibliographers will be evaluated on the extent to which they fulfill the following ideals.

Awareness and Support

Bibliographers should maintain open and supportive relationships with their assigned university clientele. They should strive to understand the main areas of teaching, research, and extension emphasis within their assigned units and to be alert to new programs and research interests. They should alert their clients to new library resources and services of potential use to their programs.

Selection

Bibliographers should understand the main traditions, topics, and techniques of their assigned disciplines and the structure of the literatures which report progress in their fields. They should be sensitive to new disciplinary developments. Their selection of library materials should serve primarily to represent the literatures of their assigned disciplines to present and future readers throughout the university community, and secondarily to support the related interests of their clientele.

Bibliographers should use an appropriate mixture of alerting tools and review mechanisms so as to acquire both current materials and those identified as valuable for the long term. They should recognize that different needs may justify acquisition in a variety of physical formats, or indeed the substitution of access for ownership. Selection decisions should reflect informed judgment about the strengths, weaknesses, and redundancies of the existing collection.

Ongoing maintenance of the collections and special projects in deselection and review should be pursued with the same goals as motivate current selection.

Library Programs and Procedures

Successful bibliographers draw effectively on the efforts of their colleagues, while making their own contributions to group effort. To this end, bibliographers should refer requests to their colleagues' attention when appropriate, and should respond cooperatively to referrals. Bibliographers should be able to specify and justify their budgetary needs, and to spend allocated funds at a regular pace.

Bibliographers should contribute to a high level of cooperation and joint effort within their subject teams and among all bibliographers. Their decisions about selection, cataloging, and retention should consider the needs and resources of their colleagues in technical services.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

POLICY STATEMENTS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

DEPARTMENTAL LIBRARY SERVICES: MERIT EVALUATION PROCEDURES

This document presents the system for determining salary increases on merit for faculty in Departmental Library Services. It includes a calendar for the annual review process and a personal annual report outline indicating possible activities that could be listed for each category with accompanying explanations and notes. Not every category may be applicable to all faculty, and categories used may vary from year to year. The final part of the document explains the weights of the various evaluation elements.

CALENDAR

The calendar for the annual review process is as follows:

1. Copies of this report are distributed to all Departmental Library Services faculty.

2. Each faculty member prepares a personal annual report (not exceed eight (8) pages and not to include documentation, letters, etc., unless requested), using the merit evaluation categories (see pp. 2-6) as a guide, and provides a current, updated curriculum vita.

3. All documents are submitted to the Director of Departmental Library Services.

4. The Departmental Library Services Advisory Committee reviews the documents.

5. The Departmental Library Services Advisory Committee recommends merit ratings for each faculty member.

6. The Director of Departmental Library Services allocates merit increases based upon the Departmental Library Services Advisory Committee recommendations.

7. The Director of Departmental Library Services confers with each faculty member who requests a meeting concerning all areas of her/his performance and also with the Assistant Director of unit head who performed the job performance.

8. A copy of the documentation is placed in the personnel file of the individual faculty member.

PERSONAL ANNUAL REPORT

A. Job Performance (Service to the Library and to the University)

Job performance is divided into two areas: service and management activities. Primary job performance is generally considered to be the carrying out of duties related to the job description. Other important areas of primary job performance include local service to the library and university, such as elected or appointed committee work, administrative duty, and other areas typically related to academic librarianship. Formal classroom teaching is felt to be a type of service to the university not typically regarded as part of librarianship, and, therefore, falls into the area of professional service. The examples provided are merely aspects of each category and are not intended to limit discussion only to those activities. Please list significant accomplishments, stressing special projects, new programs, or those activities and responsibilities you consider to be most important. This is your annual report and not the departmental library's so do not list everyday routines. This section should be brief but complete. Please do not exceed 2-3 pages. This section may be organized in outline form. Please indicate percentage of time spent in each activity reported.

1. Service

   a. Selection of materials: a collection policy statement, acquisitions lists, a weeding policy, or other activities requested by Director of Collections.

   b. Bibliographic control: original cataloging (including assignment of subject headings and classification and/or supervision of cataloging process), preparation of in-house indexes or finding guides to materials, provision of aids to using the online catalog.

   c. Reference service: maintenance of regularly scheduled reference hours; provision of online services; cooperative reference referral; the preparation of guides, handouts, and development of subject expertise through continuing education activities.

   d. Circulation services: efficient document delivery, stacks organization and maintenance, and effective patron liaison.

   e. User education: guides, maps, signs, tours, class presentations including participation in library-wide programs, print or non-print user guides, preparation of exhibits highlighting collections or services, and other teaching activities provided to students and faculty on campus.

f. Faculty liaison: regular contact with a wide spectrum of faculty through formalized departmental library committees or liaison, involvement in departmental committees such as curriculum committees and joint appointments or projects.

2. Management

a. Goal setting, planning, and problem solving: the ability to look at the environment and determine what enhancements to that environment are needed and plan for the achievement of that goal, such as planning for a new or improved service.

b. General management: ongoing administration of the library unit, including communication with subordinates, the handling of the physical plant, utilization of staff, priority setting, delegation of authority, the ability to complete tasks.

c. Management of library budgets: requests for funding, fiscal accountability.

d. Effective sharing of resources and cooperation: joint acquisition arrangements, sharing of student assistants, and cooperative reference arrangements.

e. Personnel management: hiring, training, and developing staff to their full potential; supervising student practica.

f. Committee work: library and university administrative committees such as search committees, Research and Publication Committee, Illinois LCS Operations committees.

g. Grant proposals: the preparation or receipt of grant proposals for improving library collections or operations, or for resource sharing and cooperation.

B. Publication and Other Scholarly or Creative Activities

Research and publication includes all types of published, performed or exhibited intellectual contributions reflecting scholarly or creative accomplishment or expertise. Indicate if work is refereed, invited, or had other professional review. If the work is co-authored, list authors in the order appearing in citation. Indicate relationship of this year's publications to previous years' annual reports (e.g., if published this year, was it reported last year as accepted or submitted?).

Use * to denote refereed item.
Use ** to denote invited item.

1. Books authored or co-authored (in print or accepted).

2. Books edited or co-edited (in print or accepted).

3. Chapters in books (in print or accepted).

4. Bulletins or reports (in print or accepted): reports of organizations, task forces, committees, etc., which are published. Non-published reports should be listed under A.2.b. or A.2.f. as appropriate.

5. Articles in journals (in print or accepted): material which involves research and is published in a professional journal.

6. Book reviews or abstracts (in print or accepted).

7. Published abstracts of any papers you have presented at conferences.

8. Other research or creative activities: artistic performances and exhibitions. Exhibits should be of regional and national significance and display knowledge and scholarship both in their preparation and content. Do not list University of Illinois Library exhibits, unless a published catalog has been produced. List in-house library exhibits under job performance (A).

C. Professional Service and Community Service

Professional service includes a wide range of regional or national service to colleagues, including attendance at conferences, planning and conducting conferences and workshops, editing professional journals, serving on or chairing committees, and/or membership in professional organizations. Level of contribution and degree of responsibility are important factors in evaluating the significance of personal contribution in this area. Election to national offices and invitations for lectures and consultancies are a reflection of national or regional stature in the profession. Papers or presentations read at conferences are considered a professional contribution, but should be listed under Publications if the paper is revised for publication at a later date. Formal classroom teaching and service on dissertation committees are professional contributions beyond those normally expected of librarians and represent stature in an academic field.

1. Recognitions and outstanding achievements, awards, etc.

2. Attendance at professional conferences, coursework or workshops taken to enhance professional development (including continuing education programs).

3. Formal consulting, paid or unpaid; serving as a referee.

4. Service on thesis or dissertation committees.

5. Formal classroom teaching: primary reponsibility for the conduct and teaching of a regular course at the college level.

6. Invited lecture off campus to professional group.

7. Workshops, institutes, training sessions conducted for professional groups.

8. Papers read at professional meetings and conferences, workshops or institutes. When (if) published, these may be listed under B.

9. Editorships of journals or other publications: serving on editorial boards, editing columns in journals, etc.

10. Membership in professional organizations.

11. Significant contributions or active involvement in professional organizations: offices held, service as chair or member of committees, preparation of bylaws or reports for committees or other professional groups. Provide a brief description of contributions and/or involvement in each committee.

12. Significant community activities, related to professional service.

D. Research in Progress

Continuing but uncompleted research or publication projects, as well as new research not yet published, should be listed, as it indicates a stable level of commitment to research activity. Briefly describe projects underway: complexity of work (e.g., is it an article or book, bibliography or annotated bibliography), role in joint projects, role in individual projects (e.g., author or editor). Indicate state of completion of projects: anticipated time span of project or projected date of completion. If work has been submitted, indicate date and to whom, including pagination. When (if) work is accepted, list under B.

1. Publications submitted for publication but not yet accepted.

2. Current research projects, planned, in process, but not yet submitted for publication.

3. Sabbatical projects.

4. Preparation of grant proposals or awards of grants for research.

TABULATION

Category		Weight
A.	Job Performance	4
B.	Publication and other scholarly or creative activities	2
C.	Professional and community service	3
D.	Research in progress	1

Each area, A-D, is given a specified weight, as shown. Within each area, each individual is given 0, 1, 2, or 3 points, to be multiplied by the weight of the area. Zero points are given if an individual has not accomplished anything in a given area during the year. One point is given for minimal performance, two for average activity, and three for superior performance in any area. Each individual's score is found by multiplying the number of points achieved by the weight of the area, and then by adding the numbers of points for areas A-D. (Example: Prof. Doe was given 3 points in Area A [weighted 4] for a score of 12 points in Area A. She received 1 point in Area B [weighted 2] for a score of 2 for Area B. She received 2 points in Area C [weighted 3] for a score of 6 points in Area C. She received 3 points in Area D [weighted 1] for a score of 3 points for Area D. Prof. Doe's total score is 23, which will be compared to total scores of all other members of the Departmental Library Services faculty.

Revised 12/86

UNIVERSITY OF WASHINGTON LIBRARIES

Operations Manual

Policies, Guidelines and Procedures

Vol. IV
Section C, No. 1
April 1981
revised 1983
revised 1988

Collection Development Responsibility

POLICY

Selector Responsibility

Responsibility for collection development in the various subject, format, function and area studies collections resides with members of the Libraries' staff who are designated as selectors for those collections. Subject to system-wide policies and procedures and the parameters of individual collection policy statements, selector responsibility involves making informed decisions on new acquisitions, duplication, treatment and placement of material, retrospective purchasing, replacement buying, relocations, binding, weeding, and discard.

Selectors write, review and maintain a current collection development policy statement, and are responsible for conducting evaluations of the collection to insure responsiveness to the requirements of the university's research and informational needs. Selectors are required to establish and maintain liaison relationships with appropriate faculty members regarding collection development. In addition to individual efforts relating to their own collections, selectors participate in various system-wide collection development programs.

A. Responsibility for branch library material shelved in Suzzallo Library.

Suzzallo Library is the research library for the University of Washington; it houses material for those departments and/or programs not directly served by branches, as well as parts of collections in some areas served by branches. With the exception of area studies material, (see "B" below) material shelved in Suzzallo Library, whose major subject collection is held in a branch, is the responsibility of the selector for that subject and is maintained by the designated selector in an active collection management program. The collection development policy statement for a subject should clearly spell out what parts of that collection are housed in the branch, and what parts are housed in Suzzallo.

B. Responsibility for Area Studies Collections.

Area studies selectors share with subject, format and function collection selectors responsibility for area studies material. While selectors whose collection concentration is in branches have primary responsibility for existing material in those locations, they will confer with area studies selectors when making collection development decisions relating to area studies material. Ultimate responsibility for decisions regarding retention of such existing area studies material within the system lies with the area studies selectors.

Unless otherwise designated within an approved collection development policy statement, primary responsibility for existing area studies material located in the main and periodicals collections of Suzzallo Library, whether or not related to a subject selector's branch collection, lies with the area studies selectors. However, collection development and management decisions regarding this material will be made in consultation with the subject, format or function collection selector when appropriate.

C. Responsibility for interdisciplinary collections.

Librarians designated as coordinating selectors have overall coordinating responsibility of the development and management of highly interdisciplinary collections which usually are served by several established fund lines, by part of one fund, or by one delimited fund line. These collections, for example, Canadian Studies, Jewish Studies, African Studies, are often characterized by being located in several different units. For such collections, consultation among several selectors is facilitated by the coordinating selector. Coordinating selectors maintain primary liaison responsibility with appropriate faculty regarding these collections.

D. Responsibility for consultation among selectors.

In all matters related to collection development and management, the University of Washington Libraries operates under a conferral system. The conferral system acknowledges interrelationships between collections, changing uses of materials over time, and the value and necessity of resource sharing. A corollary to this policy is the requirement, in certain situations, for consultation between selectors having mutual or overlapping interests in order to insure that the most informed collection development and management decisions are taken.

Conferral on Collection Development and Faculty Liaison in System/OUGL Related Concerns

GUIDELINES

The goal of the guidelines is to insure better integration between OUGL and other library units in order to work toward the following objectives:

1. To insure that decisions on collection development matters in all units are made on the basis of the most informed judgment.

2. To insure that all categories of library users, including members of the Libraries' staff understand the unique and overlapping roles and functions of the various library units.

Collection Development

1. Lists of system selectors and OUGL selectors sharing subject responsibility are made available through the CDMO. System selectors and OUGL selectors confer about subject areas covered by both, defining collecting practices related to breadth, depth, geographic and language emphases, categories of materials, level of difficulty, etc. Specific areas in collection management requiring conferral include cooperative use of materials, duplication, relocation, and weeding.

2. As part of the decision-making process in the selection of new serial titles for OUGL, (whether duplicate or unique) the OUGL collection development librarian confers with the system selector having subject or function responsibility for the title. Types of information solicited include level of users, amount of use, other possible titles in the subject, curriculum ties, priority level, etc. In turn, OUGL selectors can provide this same information for serial titles held in the Undergraduate Library collection that are being considered for purchase elsewhere.

   When system selectors acquire serials which may be of special value to the undergraduate library collection, they inform OUGL selectors.

   Serials titles unique in OUGL, current and ceased, are reviewed by the OUGL collection development librarian and system selectors for appropriateness of location, for possible duplication elsewhere, and for recommendation for their eventual disposition.

3. For monographic material, OUGL subject selectors refer suggestions for acquisition of research level works that do not fall within OUGL guidelines or collecting levels to the appropriate system selector.

   System selectors who decide not to purchase a monograph should consider referring that title to their OUGL counterpart according to the value of the material and according to OUGL's collecting practice in the subject.

   Conferral or consultation is not expected to occur on every title under consideration by either selector, but takes place on questionable, borderline titles, or in subject areas where clarity has not been achieved, etc. It will usually be done by sending notes, publisher's announcements, or by flagging material for OUGL at the approval shelves, or responding to a query about a particular title.

Faculty Liaison

Within the Libraries, this program exists to achieve public service objectives and informed collection development.

The List in the Operations Manual designating collection development responsibility refers to the person responsible on a systemwide basis for the subject, program, department, language or particular library unit. When referrals are made by members of the Libraries' staff to faculty and students, the names of system selectors are given.

Within the liaison program in OUGL, collection development is one of many matters for potential discussion. This program was developed for activities related specifically to the OUGL mission, and serves as one link in the overall library-faculty communication chain.

Since the purposes of faculty liaison activities are often similar between system and OUGL selectors, it is desirable that communication between system and OUGL selectors take place.

The following information is exchanged between OUGL and system selectors prior to faculty visits by OUGL librarians:

1. Who is the best faculty person or persons to consult regarding the OUGL collection if that person is not the officially designated faculty liaison.

2. The name of the person or persons with whom the system selector has met.

3. Collection development and other matters which the OUGL selector or the system selector plans to discuss with the faculty contact.

On the basis of these discussions, decisions are made between the selectors about visiting the faculty jointly or separately.

E. Responsibility for Location Assignment of Unassigned Standing Orders.

Selectors identify serial standing orders that are suitable for individual location assignment treatment and review individual volumes for location assignment. Such orders will normally result in the receipt of monographic material which covers a variety of subjects, or material of questionable retention value which comes in addition to the primary publications for which the order was placed, or material frequently requiring selector conferral to insure its most desirable location. Prompt conferral on such titles through the use of the Location Assignment Flag is an important factor in reducing unnecessary duplication and in disposing of unwanted incoming material.

Serial standing orders suitable for this treatment may be received through paid subscriptions or through a gift or exchange arrangement. Responsibility for assigning a priority level and for maintaining the serial evaluation form (lib. 17) lies with the selector whose fund pays for the order[1] or with the selector who initiates the gift or exchange agreement. A selector wishing to cancel an established "unassigned standing order" paid for from his/her fund or within his/her primary collecting responsibility and received through a gift/exchange agreement must first consult with the Assistant Director of Libraries, Collection Development and Management. For specific procedures affecting selectors, refer to Volume III, Section C, No. 5, Location of Unassigned Standing Orders.

F. Responsibility for Technical and Other Report Literature.

Selectors are responsible for specifying the level of accessibility of technical and other report literature through indexes and abstracting services to allow the determination of the level of cataloging, and for identifying specific items requiring selective analysis. Material is

[1]The Annals of the New York Academy of Sciences and the National Academy of Sciences [Publications] are exceptions. The Health Sciences Library selector retains the Lib. 17 for the former and the Assistant Director of Libraries, Collection Development and Management is responsible for the latter.

considered "indexed" or having "adequate coverage" if an indexing source (or sources) is already known or can be rapidly identified, and is also available in the University Libraries. For specific guidelines and procedures affecting selectors, refer to Volume III, Section B, No. 4: Bibliographic Treatment of Materials..., Part II. D: "Technical and Other Report Literature."

G. Responsibility for Pamphlet Collections.

Selectors are esponsible for identifying material suitable for a pamphlet collection, for requesting approval for the establishment of a new pamphlet collection, for aspects of maintenance and for decisions to close out individual pamphlet collections. Refer to Volume III, Section B, No. 4: Bibliographic Treatment of Materials..., Part III, H: "Pamphlet Collections."

There is to be a periodic review of all cataloged pamphlet collections throughout the system, which will be initiated annually by the Head of Reference. The Head of Reference will notify selectors of the beginning of the review and procedural documentation will be distributed through the Collection Development and Management Council.

H. Responsibility for Analytics for Titles in Major Microform Collections.

Selectors are responsible for determining whether analytics for titles in major microform collections are available in machine readable form and, if so, whether tapes may be purchased, or in what other manner the information may be made available to users. This information should be submitted at the time they submit an order for such a collection.

I. Responsibility for University Publications

Selectors are responsible for identifying University publications suitable for addition to the Libraries' collection. Substantial publications with teaching and/or research value are cataloged and housed in the appropriate location. Ephemeral publications may be acquired by subject selectors but selectors should send discarded materials to the Archives for review. The University Archives is the depository collection for University of Washington publications. Refer to the Library Operations Manual, Volume IV, Section C, No. 18: University of Washington Publications for more information.

UNIVERSITY OF WASHINGTON LIBRARIES

Operations Manual

Policies, Guidelines and Procedures

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Fund Manager/Representative Responsibility for Training New Selectors

Definition

A "new" selector is any person who assumes responsibility for collection development and management in a subject or non-subject collection and is part of a Fund Group. A new selector may be new to the system, new to collection development responsibility, or new to the collection in question.

Policy

It is the responsibility of the Fund Group Manager or Representative to insure that a new selector receives the appropriate level of training covering the topics in the outline below in order for him/her to carry out collection development and management activities and to understand his/her role individually and in relation to the collection development program. While a new selector may be trained in much of the day-to-day activities by a former selector for that collection, overall coordination for training a new Fund Group member remains with the Fund Manager or Representative. Following training the by Fund Manager or Representative, new selectors will attend an orientation session on the collection development and management program given by the Assistant Director of Libraries, Collection Development and Management. Topics covered in the orientation are philosophy, organization and structure, function of the Council and Collection Development and Management Office, and major program elements.

Outline of Topics to Be Covered

Depending upon a new selector's level of experience, Fund Managers and Representatives will cover the following topics. Normally, training will be scheduled in more than one session.

1. Selection of materials.

   A. The collection development policy statement
      1. read and become thoroughly familiar with contents.
      2. revise/update
      3. faculty consultation
      4. levels definitions
      5. coordination with other policies
      6. other

   B. Becoming familiar with new selection responsibility
      1. background reading in encyclopedias, handbooks, textbooks
      2. standard and specialized tools
      3. learning about constituency needs, e.g., questionnaires, General Catalog, ILB notifications
      4. becoming familiar with existing collection
      5. learning about other collections with related material
      6. professional organizations relevant to subject selection
      7. other

   C. Various ways in which material comes into the Libraries
      1. approval plans, firm orders, serial orders
      2. gifts
      3. exchanges
      4. deposits
      5. other

   D. Cooperative collection development, e.g., CRL, ICCL, the Law Library

2. Budget management

   A. Financial sketch of immediate past, present, upcoming biennium, depending upon training date; how biennial budgeting works.
   B. How budget is allocated
   C. Selector surveys
   D. How to read the library materials budget statement
   E. Targets and other tips on budget management
   F. Other

3. Collection management

   A. Binding
   B. Weeding
   C. Storage

D. Relocation
E. Deselection
F. Replacement
G. Duplication
H. Lib. 17 files
I. Geac and the selector
J. Collection evaluation - to whom to turn for help
K. Bibliographic tools - including electronic, e.g., OCLC, online cat, BIP PLUS, Ulrich's Plus
L. Other

4. Council and Fund Groups

A. Council
B. Relationship of Fund Groups to Council
C. Characteristics of this Fund Group compared to others
D. Responsibilities of Fund Manager vis a vis the selector
   1. budget monitoring
   2. countersigning, e.g., serials, monographs, desiderata
   3. in systemwide program implementation
   4. other
E. Role of selector within the Fund Group
F. Other

5. Faculty liaison (supervisors are involved as appropriate)

A. Name of official liaison; Fund Manager notifies faculty liaison in writing
B. Methods of establishing/maintaining/improving
C. Meeting existing faculty
D. Getting to know new faculty
E. Surveying faculty by questionnaire
F. The importance of monitoring and reporting program development/ de-emphasis
G. Getting on the mailing list for department newsletter and other information
H. University Archives
I. Other

[redacted]

A. Line supervisor (if not same as Fund Manager keep this person informed about collection development activities)
B. Input from Fund Manager
C. Input from Assistant Director, CD&M
D. Other

7. Orientation sessions

A. Standard
   1. Head, Acquisitions Division

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2. Serials Acquisitions Librarian
3. Head, Special Collections and Preservation Division
4. Assistant Director, Collection Development and Management

B. Optional
1. as determined by Fund Manager, e.g., Reference, Gov Pubs, OUGL - as appropriate
2. other

8. The selector and the academic community (supervisors are involved as appropriate)

A. Interpreting Libraries' policies
B. Explaining the budget
C. Assisting users
D. Others

9. Conferral

A. General
B. Special cases
1. OUGL
2. Area Studies
3. Government Publications
4. Special Collections
5. other

10. Documentation

A. Essential reading
1. Operations Manual, Volume IV
2. selected documents in Acquisitions Division Manual
3. Center for Research Libraries Handbook, Focus
4. General Catalog
5. Curriculum Report
6. departmental newsletter, if available
7. other

B. Packet of forms and other documentation to be given by Fund Manager or Representative
1. position papers
2. levels description from Guidelines for Collection Development
3. CRL booklet: Research Materials available or other CRL handouts
4. LC Classification Outline
5. introductory material to National Shelflist Count
6. Report of Gift Card (Lib. 73)
Serials Evaluation form (Lib. 17)
Serials Fund Change Request (M-76)

Collection Development Query (M-38)
Order Notification Form (M-37)
Order Request Card (Lib. 239)
Desiderata List Database Reporting Form (Lib. 128)
Relocation Request (Lib. 124)
Limited Retention of Serials (Lib. 18)
Order form (Lib. 20)

7. other

UNIVERSITY OF WASHINGTON LIBRARIES

SELECTOR SURVEY
1989-91

Fund Group _____

Fund Name _____

Selector _____

Date _____

1. What changes have occurred during 1987-89 in programs served by this fund? Consider changes in scope, program addition/termination, new degrees, new course listings, growth or decline in importance of a subfield, etc. Comment on any faculty personnel changes which added a new research interest or removed another. Describe definite changes you expect to occur during the next two years in programs, courses, research needs or areas of specialization for which faculty will be recruited and for which additional library resources will be needed.

2. Your basic book budget for each year of the 1987-89 biennium was $_____. Your new serials budget for the 1987-89 biennium, before cancellations, cessations, and transfers, was $ _____. You are asked below what an adequate budget would be for the 1989-91 biennium for books and new serials. In your responses take into account the adequacy of this biennium's budget, the changes listed in question 1 and the effects of price increases, dollar devaluation and publishers' pricing policies. Do not include computer files; list those in 3b. below.

   a. What would be an adequate budget per year for books? $_____. Briefly justify your request.

   b. What would be an adequate budget for the biennium for new serials? $_____. Briefly justify your request.

3a. List and give cost estimates for any expensive materials such as sets, back files, microform collections, etc., which must be acquired and which will require funding beyond your regular allocation in the next two years.

3b. List, with prices if possible, computer files (e.g., CD-ROM, application software for patron use) needed in your area that are now available for purchase and that you would like to acquire in the next two years. Describe the effect of computer files on collection development in your area; what future developments do you foresee?

4.

4. Make any other comments you wish regarding this fund that will be helpful in understanding your collection's characteristics and needs. Attach any information you have on the average cost or inflation rate for library materials in the subjects/formats covered by your fund, citing source and year covered. (Do not include statistics from Library Journal, Publishers Weekly, Faxon or the approval plans.) Note here any subjects covered by this fund that may not be immediately apparent from the fund name. Also include the amount of any outside funding you expect to receive in the next biennium.

UNIVERSITY OF WASHINGTON LIBRARIES

SELECTOR SURVEY
1989-91

Fund Group _____

Fund Name _____

Selector _____

Date _____

1. Describe any changes in programs, usage, service patterns, or any other factors that affect the resources need for your unit. Include any future changes which you expect to occur.

1989-91 SELECTORS SURVEY SUMMARY

FUND GROUP _____

FUND	RECOMMENDED FUNDING 1989-90 Annual Book Budget		RECOMMENDED FUNDING 1989-91 Biennial New Serials Budget	
	Selector	Fund Manager	Selector	Fund Manager

COMMENTS: (Use reverse side if needed)

SYSTEMS AND PROCEDURES EXCHANGE CENTER

PERFORMANCE REVIEW MODELS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

III. GOAL SETTING

A. Introduction

ASU Libraries emphasizes strategic planning and goal setting which are designed to fulfill the mission statement of the system and improve organizational and individual performance. Each department, and ideally, each unit within a department, also develops goals and objectives to support and fulfill its portion of the Libraries' mission statement. On the individual level, each librarian is an integral part of meeting those goals. Therefore, the formulation of individual goals is not only an exercise to facilitate writing the self-review, but is evidence of the individual's contribution to the achievements of the ASU Libraries. Individual goals provide the framework for one's performance; activities in meeting those goals provide the basis for performance evaluation. Because of the fluid nature of position responsibilities it is an organizational necessity that emphasis within a position will fluctuate and goals will change from year to year.

B. Formulating Goals

Since individual goals are dependent upon organizational goals, it is assumed that the librarian, through the primary evaluator, will be knowledgeable concerning library and departmental goals. This knowledge will mandate that individual goals will not be created in complete isolation; however, the librarian is responsible for actually formulating goals. Goals and objectives will be written by the librarian and may reflect advisement by appropriate supplementary reviewers following the procedures in Section E.III.B. The primary evaluator will provide final judgment and guidance on the entire goals and objectives document.

1. Relation to the Job Description

The initial step in setting goals is to analyze both the librarian's current job description and past activities to identify basic responsibilities, what is actually done, and what is most important. As the job description changes (Section E.II.B), goals should also change. Goals should include the specific responsibilities listed in the job description, but will also reflect other innovative and/or creative activity.

2. Relation to Criteria

Goals should fall into categories that match the criteria for Retention, Continuing Appointment, and Promotion. The major portion will cover Job Performance and may range from goals dealing with the regular and ordinary tasks which have been done in the past, i.e., maintenance goals, to goals which address problems, are innovative, and create new situations. The statement of basic maintenance goals is critical to insure balance in the overall performance plan for the year. The same spectrum will apply to Professional Development and Contribution and to Service goals. A goal may extend beyond one review period as a work-in-progress statement; a goal may include activities which will fall in more than one area of concentration.

3. Priorities

The librarian's goals statement should clearly reflect the priority the librarian places on each of the goals. During the review interview, the librarian and primary evaluator should reach a mutual understanding regarding the relative importance of each goal, the time commitment involved, impact on the departmental goals, and standards for accomplishment.

4. Attainability

Goals must be realistic and achievable. If goals have side-conditions, state those conditions. If possible obstacles to achievement are anticipated, include those with the goals statement. Evidence shows common barriers to achieving goals include:

--individual goals set unrealistically high
--lack of balance among maintenance and high-visibility goals
--staff member diverted from area of responsibility
--changed conditions in work unit
--inadequate planning and/or training
--insufficient motivation
--failure to follow established procedures
--lack of cooperation among staff or from other units

Examining the viability of goals using the above list may alert the primary evaluator and librarian to the need for restructuring goals before the review process is completed.

5. Measurability

Goals should have some measurable or observable outcome which can either be quantified or clearly described in

narrative form. Examples of quantitative definition include: quantity (amount); rate (amount per time unit); time spent, or completion date. Some goals cannot be measured in quantifiable terms; a qualitative narrative measuring the outcomes by judgment and observation will record achievement.

6. Changes or Revisions

When necessary, the primary evaluator and librarian are encouraged to meet to review the librarian's progress toward achieving goals at mid-year. While not mandatory, this schedule allows recognition of unanticipated obstacles such as a change in the job description, changes in priorities, department realignments, etc. Formally negotiated amendments to the librarian's goals statement should be documented, signed and dated by the librarian, primary evaluator, and the appropriate Associate Dean. The amended statement will become part of the formal review package.

IV. SELF-REVIEW AND GOALS STATEMENT

A. Content

The Self-Review and Goals Statement is the librarian's evaluation of work done on the previous year's goals, combined with a statement of goals to be accomplished in the coming year. The Self-Review is a critical appraisal of the level of success in meeting the goals, including any obstacles which may have prevented progress on or completion of the goals. It should also include any projects or activities which were not anticipated in the prior Goals Statement. This self-evaluation should provide the reviewer(s) with sufficient analysis to measure and evaluate the past year's performance. The Goals Statement should provide information sufficient to enable the reviewer(s) to understand and support the planned goals. It should include an approximation of the time commitment connected with each goal, or some other indication of its relative importance. The Goals Statement should also note areas where special support may be needed, e.g., administrative or staff support, equipment, financial resources.

B. Format

The format follows the three main areas of the Criteria, i.e., job performance, professional development and contribution, and service. Under each area the librarian should list the goals set for the previous year. This is followed by a narrative discussing the activities toward meeting the goals, or any obstacles which may have prevented it. The narrative can be included under each goal or written after all goals are listed for that area. The

second section of the document consists of a statement of goals for the next year using the librarian's current job description in the job performance area. The following is a sample format for the Self-Review and Goals Statement.

12/20/89

FORMAT FOR SELF-REVIEW AND GOALS STATEMENT

Name/Title
Review period
Date

SELF-REVIEW

I. Job Performance
(Use the main areas of your job description here)

A. Reference
Goals for 1987
1. _____
2. _____
3. _____
Activities
(Narrative)

B. Collection Development
Goals for 1987
1. _____
2. _____
3. _____
Activities
(Narrative)

C. Cataloging
Goals for 1987
1. _____
2. _____
3. _____
Activities
(Narrative)

NOTE: The examples in the three major criteria were taken from Section D, Librarians'Handbook. Refer to that section for more complete guidelines

II. Professional Development and Contribution
Goals for 1987
1. _____
2. _____
3. _____
(Include narrative under each point as appropriate)

A. Continued and/or continuing education
B. Conferences, workshops, etc. (include date, place, subject and particular significance)
C. Research and publication
D. Professional organization activity
E. Teaching
F. Other

III. Service
Goals for 1987
1. _____
2. _____

3. _____
(Include narrative under each point as appropriate)

A. Professional memberships
B. Participation in library committees and/or university committees (list committees with comments as appropriate)
C. Community activities
D. Mentoring
E. Consulting
F. Other

GOALS STATEMENT

I. Job Performance
(Use the main areas of your job description here)

A. Reference
Goals for 1988
1. _____
2. _____
3. _____

B. Collection Development
Goals for 1988
1. _____
2. _____
3. _____

C. Cataloging
Goals for 1988
1. _____
2. _____
3. _____

II. Professional Development and Contribution

Goals for 1988
1. _____
2. _____
3. _____

III. Service

Goals for 1988
1. _____
2. _____
3. _____

Signature_____ Date_____

V. SUPPLEMENTARY REVIEWS

A. Introduction

The purpose of a supplementary review is to provide the librarian and the primary evaluator with an additional assessment of the librarian's performance and goals in an area or areas not under the sole direction of the primary evaluator. There are two types of supplementary reviews: mandatory and discretionary. At a minimum, reviews for librarians involved in collection development, computer reference service and/or library instruction shall include mandatory supplementary reviews of these activities. Discretionary supplementary reviews provide a way for librarians to furnish additional information to the primary evaluator regarding Job Performance, Professional Development and Contribution, or Service.

B. Mandatory Supplementary Reviews

Mandatory supplementary reviews may be required in other circumstances or for other position responsibilities, but are always required for activities in collection development, online searching and library instruction. Written reviews are prepared by the appropriate Collection Development Coordinator, Computer Services Coordinator, and the Head of Library Instructional Services. The review is based upon information supplied by the librarian in the Self-Review and Goals Statement, supporting materials supplied to the reviewer by the librarian (see Appendices for outlines of review procedures for individual supplementary reviewers), or from discussions between the reviewer and the librarian.

1. Procedure

Following the timetable of the "Annual Review: Standard Procedure", (Section E.VI.E), the primary evaluator notifies the reviewer of the upcoming review by using the Mandatory Supplementary Review for Librarians Form (Appendix A:3). At the time the librarian submits the Self Review and Goals Statement to the primary evaluator, relevant sections of Self Review, the entire Goals Statement and any supporting materials are sent to each supplementary reviewer.

If there is disagreement between the librarian and the reviewer on performance during the review period or on goals for the upcoming year, the reviewer should request a meeting with the librarian to discuss the differences before writing the supplementary review. Seven days prior to the librarian's evaluation appointment with the primary evaluator the reviewer sends the primary evaluator the supplementary review.

The primary evaluator appends the supplementary review to the review packet and may comment on it in the evaluation. The primary evaluator weighs the evidence of the supplementary review against the librarian's overall goals and areas of emphasis. The primary evaluator, reviewer, or librarian may request that the reviewer be present during the evaluation interview.

2. Content

It is the responsibility of the mandatory supplementary reviewer to provide a constructive assessment of the librarian's job performance in areas under the reviewer's coordination or direction. Any established performance standards should be applied. When appropriate, the supplementary reviewer may evaluate the librarian's professional development and contribution or service efforts relevant to the reviewer's area of responsibility.

The reviewer should assess the librarian's progress in meeting relevant goals during the review period. It is also the reviewer's responsibility to point out problems and outline plans for improvement. The supplementary reviewer should use the goal setting exercise in the review process to communicate expectations and indicate priorities among the goals the librarian has set.

C. Discretionary Supplementary Reviews

Discretionary supplementary reviews are used to provide an additional assessment or documentation of activities when a supplementary reviewer can provide information useful to the evaluation process.

1. Procedure

Before the evaluation interview appointment, the librarian supplies the primary evaluator with the names of possible discretionary supplementary reviewers and by mutual agreement they select persons to whom the primary evaluator will send the Supplementary Review of Librarians Form (see appendix A:4).

It is essential that the primary evaluator make it clear to each discretionary supplementary evaluator exactly what the reviewer is being asked to evaluate. The entire criterion such as "job performance" should not be used if, for example, the reviewer is being asked to comment on one aspect of job performance such as a special project. Discretionary supplementary reviews should not require the libraian to provide documentation to the supplementary reviewer.

--Participates in both technical service and public service policy making decisions, serving as an advisor on collection development, management and preservation issues, either on a person to person basis or through appropriate task forces or committees.

--Coordinates collection development activities with other units in the library.

--Serves as a liaison with faculty on interdepartmental and/or broad interdisciplinary issues.

--Maintains in-depth knowledge of collection development activities in his/her area of expertise.

--Coordinates the review and evaluation of domestic and foreign approval plans and blanket orders. Assists subject specialists in interpreting profiles and procedures. Serves as a contact with dealers in bringing about profile changes. Acts as an advisor in initiating new automatic acquisition plans when needed.

--Reviews requests for periodicals, serials and expensive items, conferring with the Associate Dean of Libraries for Collection Development and other coordinators in establishing purchasing priorities.

--Reviews damaged and missing books, and makes appropriate recommendations for treatment. Coordinates the review of gifts and the acquisition of added copies.

--Produces statistical and other management reports and prepares recommendations for improving the Libraries' performance in collection development matters. Develops operational procedures for collection development services and functions.

--Participates in the personnel administration of the Collection Development and Management Program. Makes recommendations to the Associate Dean of Libraries for Collection Development regarding subject specialist assignments and assists in reviewing assignments prior to the recruitment of new subject specialists. Advises the Associate Dean of Libraries for Collection Development on subject specialists' performance.

--May carry out individual subject specialist activities in specific areas, and other specific collection shaping responsibilities as assigned.

3. Subject/Area Specialists (Primary Selectors)

Purpose and Scope

Subject/Area Specialists are responsible for developing and maintaining familiarity with all library-related needs of the

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department(s) they represent. These needs should be integrated into a continuously revised development plan, which should detail short-range needs, assign priorities to long-range needs, and describe a method by which the Libraries' effectiveness in meeting these needs might be evaluated. Although the plan need not be in written form, all selectors should be able to articulate it in order to justify collection development decisions. (See page 15)

Specific Responsibilities

Subject specialists should be aware that different levels of commitment to collection development are possible, beginning with the minimum level expected of every librarian who has an assignment as a subject specialist. This minimum level involves several types of activities, the first three of which (a,b,c) should be initiated by newly appointed subject specialists within their first few months:

a. Become familiar with automatic acquisitions programs in assigned areas, including approval plans, blanket orders, standing orders and memberships. Begin monitoring or reviewing on a regular basis all receipts displayed in the review area. Approval plans such as BNA must be reviewed each week. The purpose of this review is to become familiar with new titles received, to assure the proper operation of the plans, and to review or certify such routine matters as location decisions.

b. Initiate and maintain regular contact with faculty members, either in person, by phone or by memo. A sub-category of this is keeping track of graduate students' interests, when applicable. All specialists, whether primary or secondary selectors, are responsible for maintaining close contact with the assigned department(s) or center. The specialist should communicate library related needs to appropriate colleagues, e.g., secondary selectors. Contact may be through formal or informal means with the faculty library representative, a departmental library committee, participation in meetings, or personal contact with students, staff, and faculty in a variety of library or university settings.

The principle of liaison is to promote communication between academic units and departments and the library.

Goals of successful liaison are:

--To ensure that collection development policies and practices conform with the mission of the University and with current and future development in academic programs.

--To evaluate perceived needs in the context of library objectives and priorities; to integrate new requirements into library collecting and service goals.

—To evaluate the effectiveness of the Libraries' collections and services in light of stated priorities and objectives, and to recommend changes or improvements.

c. Keep up with new publications, both monographic and serial. Supplement automatic acquisitions with firm orders for titles outside the scope of the plans.

d. Revise levels of collecting intensity as needed in Collection Development Policy Statement.

e. Evaluate the effectiveness of the collection as well as its quality and relevance:

—conduct formal and informal assessments;

--prepare reports for internal use, University departments, or outside agencies such as accreditation bodies.

f. Monitor the condition of the collection by making the following types of decisions: location, transfer, repair, replacement, weeding, or adding copies.

g. Review incoming gift material for possible addition to the collection.

Beyond these activities, which constitute the minimum level of collection development involvement, a librarian may choose to undertake advanced projects. Projects of the more ambitious type must be based on some kind of methodology and result in specific accomplishments or recommendations in an area which has been identified as deficient and given a high priority.

The following are examples of projects that represent appropriate use of a subject specialist's collection development time. Such projects must result in a written recommendation for a change in a profile, the addition of a new membership, the inclusion of a new review medium in the routine activity of the subject specialist or even the conclusion that no action is needed (or action may be deferred). The report will serve to inform interested persons of the results, and to maintain a record for the institutional memory of what was achieved.

Note that some of these projects may be undertaken over a period of several years. Such a schedule will permit concentration on one part of the project at a time, as priorities indicate, and to implement methods developed in the previous year, while exploring new methods for selection or approval plan evaluation. A good strategy is to concentrate advanced projects in a single area of one's assignment, while maintaining all other areas at the basic minimum level.

Examples of projects:

a) To evaluate the performance of the BHB approval plan in the area of [publisher/subject/type of material in which a defect is suspected] and investigate ways of improving it.

b) To evaluate the performance of [a new approval plan facing initial evaluation, for example Caribbean BLO]. Does the vendor demonstrate an accurate perception of what we need? What changes are needed in the profile? Are there alternate methods for getting this material?

c) To compile a list of journals or bibliographies to scan regularly for selection of materials that do not arrive by automatic means. Sample titles listed in these sources to determine the smallest list that needs to be checked in order to get reasonable coverage of the literature.

d) To assess the collection in the area of the aged (for example), particularly the sociological aspects (identify the LC classes). Is the collection strong enough to support the curriculum and research interests? Are the levels set in the policy statement correct?

e) To assess the periodical collection in [subject]. Compare holdings with most generally used indexing/abstracting services, citation studies, or lists of recommended titles. Are holdings relatively complete or are there gaps in backfiles? Are we requesting ILL for titles that should be in collection? Are there some titles that could be cancelled?

Secondary Selectors. (see page 50 of the Collection Development Policy Statement). All selectors whose code (e.g. HIST) appears in the policy statement under an LC class number without the primary responsibility symbol (the pound sign, #) are considered secondary selectors for that class. Secondary selectors may request materials in these classes but should normally consult with the primary selector in order to avoid duplication of effort. Collection Development encourages subject specialists to negotiate agreements covering areas of interdisciplinary overlap so that only one person selects for that area, but with the interests of the other disciplines in mind.

Responsibilities of secondary selectors:

--Keeps abreast of the library service needs of the academic departments assigned;

--Communicates the information to primary selectors and other library colleagues;

II. CODES USED IN THE CLASS SEQUENCE REPORT

The report employs the following categories of codes, which are described in order of their appearance in the report:

1. **Location Codes**. (Column header is "LOCAT").

These codes refer to a physical location within the University Libraries and may be either a separate building (e.g., Noble Library) or a division within a building (e.g., Arizona Collection). The list of codes is in Appendix A.

2. **Responsibility Codes**. (Column header is "SELECT RESP").

These codes identify the library subject specialist responsible for the development of the collection. The pound sign (#) by a responsibility code indicates that the selector has primary responsibility for the specified subject field. (See Primary Responsibility below). The list of codes is in Appendix B.

3. **Collecting Level Codes**. (Column headers listed below)

There are two columns for collecting levels: Level of Existing Collection ("LVL EXT COLL") and Collection Policy Level ("COLL POL LVL"). The first represents the opinion of the subject specialist, based on a study of the strengths and weaknesses of the collection, as to the level of the existing collection. The second represents the desired collecting strength required to support the teaching and research programs of the university. These codes are defined in Appendix C.

4. **Language Codes**. (Column header is "LANG CODE").

These codes indicate the range of languages represented in the existing collections. They are defined in Appendix D.

III. PRIMARY RESPONSIBILITY

A pound sign (#) by a responsibility code indicates that the selector has primary responsibility for the specified subject field. In so assigning primary responsibility for each class, we are attempting to clarify the obligations of each selector with respect to the total collections of the campus.

When a responsibility code appears without the pound sign, the selector represented by the code is considered a "secondary selector." (See below, Secondary Responsibility).

Although each selector has one or more primary areas of responsibility, any selector may sometimes need to collect books outside the areas of their primary collections. This occurs because of interdisciplinary interests and also because of variations in the application of the Library of Congress classification. Nevertheless, it is hoped that the assignment of primary responsibilities will reduce unnecessary duplication of material and will help us avoid unintended gaps in acquisitions.

In cases where an LC class is divided between two or more locations, it is assumed that journals, other serial publications and expensive works will be cataloged for the unit of the primary selector (the default location) and that such works will not be duplicated without written approval of the Associate University Librarian for Collection Development. For more details on this subject, see Part I, Section E: DUPLICATION POLICY.

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IV. SHARED RESPONSIBILITY

In some classes, responsibility for selection must be shared by more than one selector, according to agreements which have been reached through negotiation between those responsible. As these agreements are made, a record of them should be made in this policy statement. All known examples are presented below:

" History " Classes

In all of the "History" classes (D, E, F), there are materials, too difficult or awkward to break out of the classification, dealing with the ethnology and geography of the area. In all of these classes, the Anthropology selector, although designated as a secondary selector, is understood to be responsible for the selection of the ethnological and archaeological materials. Likewise, the Geography librarian is responsible for acquiring geographical material in these classes. The Class Sequence Report assigns primary responsibility for these classes to the History selector, who has overall responsibility for them, in addition to specific responsibility for historical materials.

" Political Science " Classes

Similarly, in all of the "J" classes, Public Administration material is mingled with Political Science (although, wherever possible, specific Public Administration classes have been identified and assigned to the Public Administration selector). For such materials, it is understood that the Public Administration librarian is responsible, even though Political Science has overall responsibility for these classes.

"Economic and Social History" Classes

In like manner, in both the "HC" class (Economic History and Conditions) and the "HN" class (Social History and Conditions), there are substantial holdings of historical materials for which the History selector is responsible even though there was no way to demonstrate this in the Class Sequence Report, other than to assign a secondary responsibility to History. Primary responsibility for these classes overall was assigned to the Economics and Sociology selectors respectively.

V. INDENTED CLASS NUMBERS ("BREAKOUTS")

Some class numbers in the Class Sequence Report are indented to indicate a class within a broader range that requires a different location, level designator or subject assignment than the surrounding class. For example, within the HV 1-4995 range, which generally includes the Social Welfare collection, we have "broken out" HV 2450-2990 (Deafness) in order to indicate that selection responsibility for Deafness belongs to the Speech and Hearing Science selector rather than to the Social Work librarian. Some subjects are broken out simply to demonstrate the collection policy for an important subclass. For example, HV 1450-1493 (Aged) is broken out even though selection responsibility is identical to the surrounding class.

In some cases, a breakout occurs to indicate that the subclass is collected in a special location or branch. Arizona History (F 806-820) is broken out to indicate that the highest level collection in that subject is located in the Arizona Collection. The Class Sequence Report also shows a lower level collection located in the Hayden general stacks.

Breakouts may also be employed to demonstrate that a branch library collects special aspects of a field. For example, BF 353 (Environmental Psychology) has been broken out to show that the Architecture Library collects some material in this class, material which is further defined and limited by the note "Architecture-Psychological Aspects." This note means that

Architecture Library does not hold all of the material in the BF 353 class, but only those items defined by this note. Furthermore, this branch library may collect selectively in this class up to the collection level indicated in the Class Sequence Report. Please note that such a breakout without a limiting note generally indicates that all of the material in the broken out class is located in the branch or special location.

VI. SECONDARY RESPONSIBILITY

The Course Analysis printout gives us the ability to identify all academic departments having an interest in each LC segment. All selectors whose code appears under an LC segment without the primary responsibility symbol (#) may be considered "secondary" selectors. In certain areas, as noted above, secondary selectors may actually have responsibility for classes of materials that could not be conveniently identified by the Library of Congress classification. In all other cases, secondary selectors may request materials outside the areas of their primary collections, but should normally consult with the primary selector in order to avoid duplication of effort and expense. It is hoped that by such consultation and referral, selectors will become aware of the activity of their colleagues in areas of interest to them but somewhat peripheral to their primary responsibilities. When selectors become confident that another selector is "covering" these areas, they may then spend their time more fruitfully on their primary assignments.

It is desirable that formal agreements concerning these matters be negotiated among the selectors and that the substance of these agreements be incorporated into this Collection Development Policy Statement when this is possible. It is likely that many such agreements will involve levels of detail that the Policy Statement cannot accommodate. In these cases, the selectors themselves will be responsible for recording and maintaining the agreements.

VII. RELATIONSHIP BETWEEN LANGUAGE CODES AND SELECTION RESPONSIBILITY

Responsibility for collecting foreign language material is shared among qualified personnel according to the general principles described below:

(1) Most foreign language books are acquired by means of blanket orders, in which titles are selected by a foreign vendor according to criteria (the profile) which the library specifies. Some of these plans require pre-selection by the librarian serving as Monitor/Selector for the language involved. A list of these blanket orders and their monitors, arranged by language, may be found in APPENDIX G. Library users are invited to contact the appropriate monitor to learn the details of the profile in the language in which they are interested.

(2) Although the monitors, as the individuals possessing the knowledge of the booktrade of the geographical area in which they work, have overall responsibility for the blanket orders, any subject specialist with language competence may select additional materials in the subjects for which they are either primary or secondary selectors. It is essential that they coordinate these selections with the monitor in order to avoid duplication of effort. Monitors usually are appointed as Subject Specialists for the language and literature of the geographical area they serve. (See: APPENDIX E for a LIST OF ACADEMIC DEPARTMENTS AND THE SUBJECT SPECIALISTS WHO SERVE THEM).

(3) Subject Specialists who are not blanket order monitors do have responsibility for foreign language materials in their subjects in the following ways:

(a) When a new blanket order is contemplated, they should collect information from their academic departments on the need for foreign language materials.

(b) They should serve as intermediaries between their academic department and the monitor, keeping the monitor informed of any changes in the department's need for foreign language materials.

(c) They may assist in the evaluation of the plan.

(d) They should advise the monitor on decisions regarding subscriptions, standing orders and the purchase of expensive titles.

(e) They have full responsibility when there is no blanket order or when this responsibility is delegated to the subject specialist through agreement with the monitor.

The relationship between the Subject Specialists and the Monitors should accordingly be a cooperative one, in which the foreign booktrade expertise of the monitor complements the subject expertise of the Subject Specialist.

Some of the Subject Specialists are also Area Specialists, i.e., selectors who have primary responsibility for Humanities, Social Sciences and broad interdisciplinary material published in a geographical area. One of these is the Latin American Area Specialist, who has such responsibility for all of Latin America, Spain and Portugal, and is so recorded in the Class Sequence Report with the code LATA. When one sees a Library of Congress Class, such as F1401 - F1419 (Latin America, General) identified as the responsibility of the Latin American Area Specialist, it is understood that this person is responsible for the Spanish language materials in that collection as well as the English language titles. (The language code in this case is F-SPAN, indicating that there are both English and Spanish materials in the range indicated).

At the end of 1987, there were three Area Specialists on the staff: the Latin American Studies specialist; the Asian Studies specialist; and the Russian and East European Studies specialist. Each has similar responsibilities for collecting Humanities and Social Science materials for their respective areas. The librarians holding these assignments are listed in APPENDIX E, under the subheading "Subject Assignments Not Connected with Academic Units." The same individuals are also listed as the subject specialist responsible for the language of their area, i.e., the Latin American Area Specialist is also the Subject Specialist for the Spanish language program in the Foreign Language Department.

Note that Area Specialists and Monitors do not normally select science or technology materials. When the subject specialists in these areas express a need for foreign language materials, they should consult the appropriate monitor or area specialist for advice on the best way to acquire such materials, whether by blanket order or by title by title selection. Agreements on these matters should be recorded and maintained by the monitor or area specialist, so that any questions about selection of foreign materials can be referred to the proper person. The Collection Development Policy Statement will simply record the language code for the collection and the code for the primary and secondary selectors, but cannot accommodate the detail involved in these agreements.

Collection Development Orientation and Training Outline for Subject Specialists

1. Distribute and discuss Collection Development Policy Statement.
2. Distribute and discuss "Collection Development Manual".
3. Describe funding for library materials; review current budget, including periodical and serials expenditures; review monthly detailed Innovacq report.
4. Discuss selection assignment by call number and by department.
5. Distribute and explain Faculty Research Profile, subscription lists, periodical and serial cancellations, narrative collection policies, membership lists, graduate and undergraduate bulletins.
6. Discuss commonly used selection tools: ads, Choice cards, form selections, review media, subject-specific journals.
7. Discuss in-depth the various types of acquisition strategies: firm orders, approval plans, blanket order plans, standing orders, subscriptions, memberships, gifts and exchange.
8. Investigate in-depth the relevant approval and blanket order plan profiles, e.g., BNA, BHB, Harrassowitz.
9. Demonstrate Innovacq acquisitions system; discuss and review BNA and BHB Manual and fiche.
10. Explain role of Coordinators, office staff, student assistants. Give orientation regarding support role of CD Division for conducting assessments, shelflist measurements, etc.
11. Go over specific ASU Libraries' routines and procedures; using "Collection Development Manual" as a base, show and explain review area, ordering procedures, Technical Services forms, flags, people to contact.
12. Give overview of conservation policies and practices.
13. Discuss faculty liaison as it applies to collection development.
14. Discuss short and long-term goals in collection development; agree on orientation (i.e., first six months') goals.
15. Schedule regular meetings, lasting no more than one hour each, for the duration of the training period (anticipated to last no more than six months).

Collection Development Orientation and Training
List of Information Provided to New Subject Specialists

1. List of periodicals and serials in relevant call numbers.
2. Cancellations from 1988 (if any).
3. Amount of credit left from cancellations (if any).
4. List of memberships (as soon as it is available).
5. Faculty Research Profiles for relevant departments.
6. ~~List of serials in relevant call numbers.~~
7. ASU Libraries "Collection Development Manual".
8. ASU Libraries "Approval and Blanket Order Manual".
9. ASU Libraries Collection Development Policy Statement.
10. Collection Development Orientation and Training Outline for Subject Specialists.
11. Relevant sections of the course analysis (optional).
12. Statistics (optional):
    - shelf counts for primary selection areas
    - previous order history

Collection Development Goals for Subject Specialists

I. Orientation Period (first six months) - essential goals

1. Become acquainted with all relevant approval plans, blanket orders, and memberships.

2. Contact faculty library representative(s) and other interested faculty; maintain regular communication with them.

3. Learn ASU Libraries routines and procedures relevant to selection assignment.

II. Maintenance Goals (especially relevant to selectors in their first - second years)

1. Examine review shelves on a weekly basis.

2. Accept requests for library material from faculty, students (when appropriate), and other subject specialists; give feedback when appropriate, send on to Collection Development after review.

3. Complete projects (e.g., review of serials/periodicals for possible cancellation, or list high priority serials and periodicals in existing ordering backlog) as requested by Collection Development within stipulated time frame.

4. Maintain contact with faculty in assigned departments; solicit and receive information pertaining to present and anticipated future library needs, especially library materials.

5. Consult regularly with faculty library representative(s) regarding selections and priorities.

6. Work closely with Collection Development Coordinators and AD-CD in execution of collection development goals.

III. Innovative (opportunity to reach out and expand services)

1. Review publishers' catalogs, flyers, blurbs, etc., and select material in assigned area(s) in consultation with CD Coordinator and (if possible) library representative.

2. Initiate firm order requests for library material, beginning with small proportion (i.e., 25% or less of the total ordered).

IV. Developmental (advanced)

1. Selection

a- Familiarize self with key authors, works and topics of importance in assigned field(s).

b- Review existing collection in all relevant locations.

c- Learn about publishers, publishing trends in field, relevant trends and issues in the book (and non-book) trade.

d- Read and digest CDPS as well as local policies and procedures relevant to selection assignment.

2. Collection Management

a- Investigate approval and blanket order plan profiles, dealers (primarily relevant to retrospective needs) and other characteristics of assigned field(s).

b- Become familiar with subscriptions, memberships, or other areas of relevant collection interest: how well they work, what problems exist, if any.

c- Learn about and keep abreast of faculty research (begin with data already collected), interests and directions.

d- Review course analysis and keep up to date with new directions of academic programs.

3. Liaison

a- Maintain successful program to communicate with faculty, and if relevant, with graduate students. Keep up to date on specialization of newly-hired faculty.

b- Develop mechanism with faculty library representative to review material not held in the library for potential ordering; set priorities with rep; develop feedback mechanism.

c- Set up forum for regular discussion of library issues of all types with key faculty; establish faculty consultation base.

University of California at _____ Library

Position Description

Luis Libros
Associate Librarian IV
Assistant Department Head, Education/Psychology Library

Review Period: January 1, 1990--December 31, 1991

Management: Assistant Department Head 25%

Plan, implement, and evaluate services and operations of the Curriculum Collection; supervise 2.3 FTE directly; serve as acting department Head in DH's absence; conduct regular analyses of departmental operations, budget requirements; perform other duties as assigned.

Public Services 25%

Serve 6 hours per week on public services desk, answering reference and research questions; perform mediated online searches in education and psychology databases for users; prepare and offer instructional sessions for faculty and students in the College of Education.

Collection Development 20%

Select for curriculum collection; evaluate collection needs; liaison with faculty with regard to curriculum collection; perform necessary collection management operations (e.g., collection weeding); select cd-rom products for Ed/Psych Library; select materials for Chicano Collection, Central Library.

Technical Services 20%

Oversee processing of curriculum collection materials and establishment of access systems for retrieval of materials; resolve difficult processing problems; monitor national developments in the processing and access of curriculum materials.

Librarywide Responsibilities 10%

Represent Ed/Psych Library on Public Services Group; member, Collection Development Group; member-at-large, 1990, University Librarian's Planning Group; member, QuikCat Implementation Task Force, 1991.

January 15, 1992

UCBS Library
Performance Review
Self-Review

Candidate: Luis Libros
Review Period: January 1990--December 1991

I. Review of Professional Performance

A. Professional Competence and Service within the Library

Management Responsibilities

Goal: become a more effective manager of the Curriculum Collection.

Objective: attend basic campus training in supervisory skills and dealing with the problem employee by June, 1990.

Objective: resolve serious problems with tardiness, unexcused absences among Curriculum Collection staff by December 1990.

Accomplishments: During the review period, I was able to attend two valuable training sessions. These sessions, along with regular consultation with my department head, enabled me to give effective feedback to two employees with erratic and disruptive attendance records. One of the employees has shown dramatic improvement and is now a dependable member of the staff; the other resigned for personal reasons after beginning to show moderate progress. Punctuality was a major focus in our recruitment for a replacement.

Evaluation of accomplishments: I had to work hard on this goal, which I am happy to say was successfully accomplished. I am not comfortable with giving feedback, but I found that the techniques learned in the campus training and my department head's support made the job easier.

Areas to work on: I need to refine my feedback skills and I need to become more adept at establishing clear performance expectations, especially with student employees. During the next review period, I need to take the advanced supervisory workshop offered on campus and to continue my regular conversations with my department head.

Goal: Take on more responsibility for overall management of the Ed/Psych Library.

Objective: Develop a draft five-year staffing plan for the Library Ed/Psych Library by February, 1990.

Objective: Complete a survey of School of Education library needs for the 1990's by June, 1990; draft impact report related to

the School of Education's proposed new Ph.D in higher education administration by September, 1990.

Accomplishments: I completed the draft staffing plan by April, 1990--short staffing in the Curriculum Collection made it impossible to finish in February. This was a detailed 10-page plan that became the basis for departmental discussions. I completed the survey on time, and because the data it provided were so useful I was able to finish the impact document by August, 1990.

Evaluation of accomplishments: In addition to the short-staffing problems cited above, the staffing plan was a difficult assignment for me and I confess to delaying a bit in the data-gathering phase; I knew everyone in the department wanted something out of the plan, and I was hesitant to push to a conclusion that I knew would not satisfy everyone. I believe the plan accomplished my intention--as a stimulant to discussion in the department. As it turned out, the department agreed with most of my recommendations. I received many compliments on the survey from faculty--that it was brief but well-designed. That the rate of return was 64%, suggesting we did something right. Solid information in the survey and an interview with the School's Dean enabled me to complete the impact report, which the University Librarian said would be very useful in working with the campus administration on resource planning.

Areas to work on: Working on these projects demonstrated to me that I'm more comfortable working with faculty than with library staff; obviously, I need to work effectively with both. I have already had several discussions with my department head in which we were able to identify strategies for improving my effectiveness with staff. In particular, I'll be working on my listening skills.

Public Services:

Goal: Improve my skills in mediated on-line searching.

Objective: Attend tutorial on new PSYCHORAMA database to be offered on campus, 1990.

Objective: Take on a larger share of departmental searching load; increase load by 50% to 15 searches per week by January 1991.

Accomplishments: As a relatively new librarian in Ed/Psych, I needed to enhance basic skills. I was comfortable searching only 9 databases at the beginning of the period, and per session searching time was quite long. The tutorial turned out to be a marketing strategy by the publisher, but it did serve to outline the basic structure of the database, which I have searched several times since. Doing more searches was a useful approach--a powerful motivator for me. I have been doing 13-16 searches per week.

Evaluation of accomplishments: On-line time has decreased by 28% on the average, and my "scores" on user evaluation forms have

gone from an average of 7.1 to an average of 8.3. I can now search 22 data bases with ease and 15 others with occasional references to the manuals.

Areas to work on: For the time being, my department head and I are satisfied with my progress and believe that more practice is the key to further enhancement of skills and greater user satisfaction.

Goal: Enhance contribution to the orientation/instruction program for new graduate students in Education.

Objective: Redesign two-hour orientation session by June, 1990 so that newly designed sessions can be offered September, 1990.

Objective: Develop one-hour sessions on ERIC, PSYCHORAMA, and DISSABS for new masters students by October 1991.

Objective: Develop twelve special screens on Curriculum Collection for hypercard orientation installation by February, 1990.

Accomplishments: The two-hour orientation session redesign was completed and new sessions offered as planned. Only the ERIC session was developed and tested. It was found that most students do not attend structured sessions on searching end-user databases, so we focussed on point-of-use instruction instead. Responsibility for the hypercard screens was given to another librarian.

Evaluation of accomplishments: Pre- and post-testing of students indicate preliminarily that the two-hour orientation sessions are more effective than our previous three-hour sessions in communicating basic information about the library. I have gathered from site interviews that the point-of-use handbook I developed on PSYCHORAMA has been very popular and effective in helping students get the most out of their searching. I am working on a similar handbook for ERIC. I had more enthusiasm than skill for the hypercard project and am glad that my department head suggested it be reassigned.

Areas to work on: Instructional design is an area of strength for me, and I would like to make it even stronger by taking two relevant courses in the School of Education during the next review period. At the same time, the hypercard experience taught me that I need to acquire basic skills in the use of computers in teaching--and reduce my apprehension about it as well.

Collection Development

Goal: Improve management of the Curriculum Collection and assist in Central Library collection management.

Objective: Complete weeding of the collection by December, 1991.

Objective: Develop a detailed collection development and management policy for the curriculum collection by June, 1990.

Objective: Complete the Chicano Studies part of the Ethnic Studies Conspectus by November, 1991. [This objective was added during the review period].

Accomplishments: Weeding of the curriculum collection is nearly complete. It took longer than anticipated because several key faculty were on sabbatical during the first year of the project. Again, because of faculty leaves, the policy statement was not in complete form until October, 1990. I completed my part of the conspectus on time.

Evaluation of accomplishments: While slower than expected, the weeding process has been effective, because all interested faculty have had input. We've been able to weed most material that is more than six years old; the file of state-approved text lists has been pruned to one-third its original size. It was also worth taking it slow on the policy development, since the collection management section calls for regular weeding, which we've already begun to implement. The Collection Development Officer indicates that my contribution to the conspectus was both "careful and complete."

Areas to work on: I need to develop more effective ways of working with faculty when project implementation is dependent on them. I am going to be talking with a few of my faculty friends about how best to do this. I need to develop a better sense of what's going on nationally in Education and thus improve my collection development; to this end I would like to attend the next NEA Conference in Los Angeles.

Goal: Develop one coordinated collection development agreement within the UC system.

Objective: Work on an agreement to cover higher education with UC-_____ and UC-_____ by June, 1991.

Accomplishments: The _____ campus library was not ready to work on an agreement, but _____ and _____ were. A formal written agreement was completed and signed by the University Librarians at our three campuses in August, 1991.

Evaluation of accomplishments: I am proud of the leadership role I took in the development of this agreement, which has already saved us an estimated $1500. in subscription costs per year and an estimated $2000. in costs for dissertations, special reports, and selected monographs.

Technical Services

Goal: Implement QuikCat automated system for processing reserves, ephemera by August, 1990.

Accomplishments: QuikCat was implemented on time after an easy transition from our manual systems.

Evaluation of accomplishments: The staff was so eager to have QuikCat that implementation was easy. Processing productivity has increased 38%!

Areas to work on: I would like to develop a system for receiving faculty reserve requests by e-mail and integrate that system with with the QuikCat reserve file. A substantial number of faculty still don't get their requests in by the due date; perhaps we need a new approach.

Librarywide Activities:

Goal: Take a more active role in librarywide management, with special focus on leadership activities.

Objective: Become more effective on regular library committees (e.g., Public Services Group) by the end of the review period.

Objective: Test out leadership skills on the University Librarian's Planning Group by the end of the review period.

Objective: Take one in-service seminar on leadership skills.

Accomplishments: I believe I've become more effective on library committees. I have asked committee chairs to give me feedback on my effectiveness, and they report that I speak up more and that my contributions are more substantive. Specifically, I completed a report on library service to off-campus users for the public services group that stimulated a great deal of discussion. Service on the Planning Group was somewhat less successful, more learning than doing because of my relative junior position in the organization. I was able to take the OMS Leadership Seminar.

Evaluation of accomplishments: As noted above, I'm happy with progress on the first objective. I think I was not ready for the Planning Group and failed to understand its essentially advisory function. An attempt to work on a white paper with two other librarians was less than successful, although I'm not sure quite why; I don't think I contributed much, in any event.

Areas to work on: I need to talk with the University Librarian to see if I can figure out what went wrong in the Planning Group. I don't feel I failed utterly, but I did not

participate much because I felt intimidated by my senior colleagues. I would like to suggest to the University Librarian that he establish an internship on the Planning Group for librarians like me who are still learning.

B. Professional Activity outside the Library

Goal: To match my outside professional activities more closely to my responsibilities here in the Library.

Objective: To become active in the Education Librarians Caucus of ALA.

Objective: To publish an account of our successful implementation of QuikCat (objective established later in the review period).

Accomplishments: I am now a member of the ELC's subcommittee on curriculum collections. I have helped draft the standards for curriculum collections services, which is still being discussed by the Caucus. I have dropped participation in the Gifts and Exchange Roundtable and the Science Fiction Interest Group since continued participation was taking too much time. My article on QuikCat implementation was rejected by two journals, but one offered to reconsider it if I revised it. The article did serve as the outline for a successful presentation at a recent ALA meeting.

Evaluation of accomplishments: I believe my contribution to the drafting of the standards document was really valuable to the effort. The Chair of the subcommittee can be asked for comment.

Areas to Work on: I want to explore active participation in a relevant group within the National Education Association.

C. University and Library-Related Public Service

There were no goals under this category. The only activity was serving on the local arrangements committee for a Kappa Delta Pi Conference.

D. Research and Other Creative Work

No goals: since I was new in my present assignment at the beginning of the review period, my department head and I agreed that I should focus on mastering my basic job responsibilities. I am currently working on a proposal for LAUC research funds and will have a goal under this category for the next review.

II. Professional Growth and Continuing Professional Education

A major goal was to attend the Advanced Management Skills

Institute of OMS, but the Library could not afford to send me. This will be a goal for the next review period. No other goals, except as listed above. Campus management training and other training activities are listed above. Again, most training was focussed on mastering my basic job responsibilities.

LIBRARIANSHIP ABILITY AND EFFECTIVENESS

THIS SECTION CONTAINS:

- STATEMENT OF LIBRARIAN'S ASSIGNMENT.
- LIST OF SPECIAL ACTIVITIES, INCLUDING PROCEDURES WRITTEN, OTHER IN-HOUSE DOCUMENTS, INNOVATIVE PROCEDURES DEVELOPED, LIAISON PROVIDED, SERVICES COORDINATED, ETC.
- SUMMARY OF COLLECTION DEVELOPMENT ACTIVITIES AND ACCOMPLISHMENTS.
- LIST OF COURSE-RELATED AND COURSE-INTEGRATED INSTRUCTIONAL ACTIVITIES, INCLUDING COURSE TITLE, INSTRUCTOR, DATE(S), NUMBER OF STUDENTS IN EACH SESSION.
- BRIEF SUMMARY OF EVALUATION RESULTS ON COURSE-RELATED AND COURSE-INTEGRATED INSTRUCTION.
- LETTERS FROM PEERS AND COLLEAGUES PROVIDING FACULTY COMMENT ON LIBRARIANSHIP ABILITY AND EFFECTIVENESS (REQUIRED ONLY FOR REVIEWS FOR PROMOTION TO THE RANKS OF ASSOCIATE LIBRARIAN OR LIBRARIAN OR FOR FINAL TENURE).
- SUMMARY PERFORMANCE EVALUATION.

(9-87)

TEACHING ABILITY AND EFFECTIVENESS

This Section Contains:

- **List of courses taught in resident instruction and continuing education for each term or semester from _____ to _____, with enrollments in each course; identify honors courses; or list of major Cooperative Extension Education Programs developed and/or conducted; or record of clinical assignments; and a list of advising responsibilities for the period.**

- **Concise compilation of results of student evaluation or documented evaluation of candidate's programs, activities, and skills in relating to clientele.**

    - **If a summary of student comments is included, the summary should include "the best liked" and "the least liked" qualities.**

- **Faculty input concerning the evaluation of teaching effectiveness, including any statements from colleagues who have visited the candidate's classroom and evaluated his or her teaching, or who are in a good position to evaluate fairly and effectively clinical or field assignments or advising. Internal letters about teaching effectiveness should be included in this section.**

- **Any statements from administrators which attest to the candidate's teaching and advising effectiveness.**

- **Other evidences of teaching and advising effectiveness (e.g., performance of students in subsequent courses, tangible results and benefits derived by clientele).**

(6-12-90)

TEACHING ABILITY AND EFFECTIVENESS

RESEARCH OR CREATIVE ACCOMPLISHMENT

This section contains:

- Publications, categorized as follows, listed in standard bibliographic* form with the earliest date first; citations should include beginning and ending page numbers, where appropriate; for multiple-authored works, the contribution of the candidate should be clearly indicated (e.g., principal author; supervised person who authored the work, etc.).

    1. Articles published in refereed journals (include only articles in refereed journals in this section).
    2. Books or parts of books.
    3. Articles published in nonrefereed journals.
    4. Articles in in-house organs.
    5. Research reports to sponsor.
    6. Papers accepted for publication (substantiated by letter of acceptance).
    7. Manuscripts submitted for publication, with an indication of where submitted and when.
    8. Manuscripts in progress.
    9. Cooperative extension service bulletins and circulars.

- Research projects, grants, and contracts (date, title, submitted to, amount):

    1. Completed
    2. In progress
    3. Funded
    4. Proposed

- Graduate theses supervised, types of degrees, and years granted; undergraduate honors theses supervised.
- Membership on graduate degree candidates' committees.
- Creative accomplishments (sculpture, paintings, musical compositions, films, novels, poems, etc.).
- Other evidences of research accomplishment (identify patents, new product development, etc.).

*Consult guidelines on format used for the annual publication, "Research at The Pennsylvania State University," Office of the Vice President for Research and Graduate Studies.

(6-26-89)

SCHOLARSHIP AND MASTERY OF SUBJECT MATTER

This section contains: (Do not include material contained in other sections of the dossier.)

- Record of pursuit of advanced degrees and/or further academic studies.
- Record of participation in, and description of, seminars and workshops (Short description of activity, with titles, dates, sponsor, etc.); indication of role in seminar or workshop, e.g., student, invited participant, etc.
- Papers presented at technical and professional meetings (meeting and paper titles, listed chronologically in standard bibliographic form); indication about whether the candidate was the presentor.
- Description of speaking engagements or other activities in which there was significant use of candidate's expertise (consulting, services to government agencies, professional and industrial associations, educational institutions, etc.).
- Description of new courses or Cooperative Extension programs developed.
- Description of new computer software programs developed.
- Description of new methods of teaching established courses or Cooperative Extension programs.
- List of honors or awards for scholarship or professional activity.
- Record of membership and active participation in professional and learned societies (e.g., offices held, committee work, other responsibilities).
- List of grants and contracts for teaching improvement or for training programs, with an indication of the candidate's role in preparing and administering the grants and contracts.

(10-28-88)

SERVICE TO THE UNIVERSITY AND THE PUBLIC

From (Mo./Yr.) _____ Through (Mo./Yr.) _____

This section contains:

- Service to the University

  1. Record of committee work on Campus, College, Department and University levels.

  2. Participation in Campus and/or University-wide governance bodies and related activities.

  3. Record of administrative support work (College representative, etc.).

  4. Record of contributions to the University's programs to enhance equal opportunity and cultural diversity.

- Service to the Public (limit the list to those activities that use the candidate's professional expertise).

  1. Participation in community affairs as a representative of the University.

  2. Service to governmental agencies at the Federal, state and local levels.

  3. Service to industry.

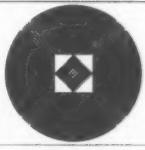
  4. Service to public and private organizations.

Note: Service to the profession should be reported in the section "Scholarship and Mastery of Subject Matter".

(10-28-88)

SYSTEMS AND PROCEDURES EXCHANGE CENTER

JOB DESCRIPTIONS

ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

COLORADO STATE UNIVERSITY LIBRARIES

JOB DESCRIPTION

DATE: April, 1990

TITLE: Collection Development Officer

GENERAL DESCRIPTION: Reporting to the Associate Director, the Collection Development Officer has primary responsibility for planning and carrying out effective development and management of the Libraries' collections in support of the University's teaching and research programs. Allocates resources budget of nearly two million dollars. In cooperation with the Assistant Directors for Public and Technical Services, oversees the collection development activities of selectors in the following departments: Social Sciences and Humanities, Science and Technology, Documents, and Special Collections. Develops policies relating to the scope and management of the collections.

DUTIES:

1. Advises the Associate Director and the Director on the formulation of overall priorities, policies, and the allocation of resources for library collections.

2. Develops and maintains an understanding of the research and teaching needs and programs of the University, and on a basis of that understanding, regularly submits plans for future development.

3. Develops and coordinates grant request applications to strengthen and build collections and ensures that grants made to the University Libraries are expended in accordance with the terms of the grants. Works with faculties and departments in developing grant plans.

4. Plans and coordinates with the Assistant Directors for Public and Technical Services, ongoing activities and new initiatives related to collection management, including but not limited to:

   a. Training, development, and evaluation of selectors.

   b. Promoting faculty and student awareness of resources.

   c. Implementing policies regarding storage, preservation, weeding and assessment.

d. Revising, updating, and maintaining collection policy statements.

5. Allocates, monitors, and reviews the materials budget, and chairs the Materials Budget Review Committee.

6. Initiates, reviews, and approves proposals for purchase and/or donation of collections, including out of print material.

7. Works with the collection development coordinators for social sciences/humanities, and sciences/technology.

8. Represents the Libraries' collection development interests in cooperative networking and resource sharing consortia.

9. Serves as Library representative on the University Curriculum Committee.

10. Administers the replacement fund and other materials funds as required.

11. Assists and advises the Associate Director and Director in the general administration of the Libraries.

12. Prepares reports and undertakes special projects and/or assignments as designated by the Associate Director or Director of Libraries.

13. Promotes communication and sharing of information in the Libraries. Coordinates communication pertaining to collection services polices and issues.

14. Demonstrates interpersonal and communication skills, including the ability to work effectively in groups as a member or a leader.

15. Works effectively as a member of the Libraries management team.

/yt

University of Tennessee, Knoxville

POSITION: Humanities Bibliographer

RANK: Assistant Professor

RESPONSIBLE TO: Associate Dean for Collection Development and Management

APPOINTMENT: Half-time

JOB SUMMARY: Responsible for the overall development and management in all formats of the collections in art, architecture, planning and certain other fields in the humanities. The bibliographer will analyze academic departmental instruction and research programs to determine the strengths and weaknesses of the Libraries' supporting collections, as well as recommend and implement collection management policy supporting these programs. The bibliographer will work closely with faculty and students, the other selectors in the humanities and language specialists, special collections librarian, reference librarians, and the Collection Development Librarian to improve library services to this constituency. Associated with the primary collection management responsibilities, the bibliographer will be expected to provide specialized references services, including advanced level consultations, bibliographic instruction by appointment and referral. Participation in the Collection Development Council is required.

RESPONSIBILITIES:

A. Collection Development

1. Select materials in all formats in the areas of art, architecture, planning and other humanities disciplines, and manage the acquisitions budgets for each subject.
2. Assess quality and physical condition of collections, determining replacement, transfer, withdrawal or preservation of individual titles.
3. Review notification slips, trade and national bibliographies, advertisements, dealer's catalogues, etc., to initiate orders within the boundaries of collection development policy and fund allocation.
4. Select from materials received as gifts; review approval plans; advise Acquisitions Department on sources of supply.
5. Recommend budget and allocations for assigned materials funds.
6. Contribute to the Libraries' policy-setting effort through membership in the Collection Development Council.
7. Develop collection management and analysis policies and

execute them for the humanities collections; compile collection policy statement for art, architecture and the humanities, all in consultation with faculty, appropriate selectors.

B. Faculty Liaison and Collection Management

1. Maintain contact with the faculty, keeping informed on academic and research programs to ensure the collections and services support curriculum and research needs; inform clientele about library issues.
2. Coordinate the research resource needs in the Department of Art and the College of Architecture and Planning and other assigned departments with other selectors responsible for area, language and special collections.
3. Help set cataloging and preservation priorities.
4. Assign location of materials in subject specialization areas based on user needs.
5. Analyze the academic program activities and keep abreast of developments in the assigned fields.
6. Prepare reports used by departments and colleges for reviews and accreditation, bibliographic guides and other publications in support of the Libraries' Guide collection.

C. Reference and Instruction

1. Provide specialized reference services and instructional services for faculty, graduate and advanced undergraduate students, usually by referral from the Reference and Information Services Department or by specific arrangement with academic departments.

D. Other

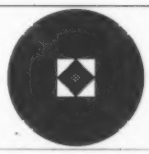
1. Represent the Libraries in appropriate library or academic organizations at the state, regional and national levels as time and resources allow.
2. Participate in library development efforts.
3. Assume supervision of the Collection Development Office in the absence of the Collection Development Librarian.

June 1990

University of Tennessee, Knoxville

SYSTEMS AND PROCEDURES EXCHANGE CENTER

REPORTS AND FORMS

ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

Annual Report: Collection Development Activities, PERD, 1989/1990

Amey L. Park

Physical Education, Recreation, and Dance's (PERD) library representative is Dr. Steve Langendorfer. I am PERD's library liaison. Dr. Langendorfer is a frequent visitor to the review shelves and appears to is an advocate for the library among PERD faculty.

PERD began the 1989/1990 with a budget of $7,396.00. By June 30, 1990, $7,450.77 was encumbered, or $54.77 over budget. The following breakdown details the way the money was spent:

Approval plan purchases:	$ 877.90
B & T yellow slips	$ 1,440.48
B & T claims	$ 267.16
Standing order titles	$ 792.00
Firm monographic orders	$ 3,650.83
Firm orders -- single serials	$ 64.95
Titles on order	$ 357.45

As can be seen above, almost half of PERD's money is spent on firm orders. Of course, more money could be spent by PERD if future allocations are made available.

Several titles which had been withdrawn from the library's collection concerning PERD topics were ordered using replacement funds.

Phase I of New Serial Title Requests resulted in a number of serial orders placed for PERD including:

Special Events Report	$240.00
Advances in Motor Development Research	no invoice yet
Small Town	$ 45.00
Sports n' Spokes	$ 7.67
Leisure Studies	$ 90.00
Journal of Sport Management	$ 26.00
Sports, Inc., the Sports Business Weekly	$ 69.95
Pediatric Exercise Science	$ 72.00
Dance Research Journal	$ 12.00
Dance Research Annual	no invoice yet
Dance Theater Journal	$ 19.92
Palaestra	$ 22.00
Journal of Applied Sport Psychology	$ 40.00
Ecological Psychology	$ 50.00
Strategies	$ 25.00
National Aquatics Journal	$ 45.00
Journal of Expanding Horizons in Therapeutic Recreation	$ 20.00
Annals of Tourism Research	$114.00
Advances in Pediatric Sport Sciences	v.3 received -- ceased publication in April 1990
Comprehensive Directory of Sports Addresses	$ 17.95
Psychology and Sociology of Sport	$ 60.25
Total serial requests	$ 976.74

Serials are purchased from the Serials budget, in other words, PERD monographic money was not used to purchase the above serials.

Requests for backruns of serials and additional new serial title requests were placed. The Library is currently determining its budget for new serials in the future.

Dr. Langendorfer and I met with John Whyde in AVS to discuss the possibility of ordering videos could be ordered on PERD topics using AVS funds.

I designed two display cases which were on display in the library of the lobby during July and August. One highlighted dance and the other, sports.

I put together a notebook organizing my PERD information.

Julie McDaniel gave two bibliographic instruction lectures in June for Dr. Stadulis.

I asked Dr. Langendorfer if he would put me on the mailing list to receive PERD's newsletter. This keeps me informed about faculty's names and interests.

The approval plan was changed from Baker & Taylor (B & T) to Blackwell North America (BNA). Dr. Langendorfer was very prepared for the meeting with Kevin Doyle, BNA's representative, and Dina Giambi, KSU's Head of Acquisitions and Serials. We were profiled to receive materials in the following categories:

Dance	books
Sports & recreation	books
Sports medicine	books
Athletics division	forms, except for
Sports for women	books
Sports for the elderly	books
Sporting facilities	books
Physical education	books, except for
Intramural sports	forms
Interscholastic athletics	forms
Recreation	books, except
Recreational vehicles	nothing
Spelunking	nothing
Sport hunting	forms
Sport fishing	forms
Nature study	nothing
Treasure hunting	nothing
International athletic games	forms
Sports records	forms
Children's games	books
Toys	books
Child play	books
Human motor ability	books
Physiology of aging	books
Exercise therapy	books

Probably the most interesting thing I discovered during this year of PERD liaison activitiy was the focus of the School. PERD focuses on exercise physiology, legal aspects of sports and recreation, recreatio studies, motor development, leisure studies, and educating future physical education teachers. It is not as interested in books about how to play a particular sport nor biographies of athletes nor popular sporting teams.

the athletics division, except for books for the categories "sports for women" and "sports for the elderly".

There was a minor snag in the initial profile. BNA profiled PERD to receive all general medicine books, instead of material pertaining to sports medicine only. Our original budget estimate based on this profile was over $17,000, almost $10,000 over budget.

Goals for the coming year include:

1. Adjust to Blackwell North America and the new method of "non-selection".
2. Possibly give a presentation to PERD faculty about ordering library materials.
3. Continue to monitor the selection and watch for titles which may be of interest to PERD.

PERD Circulation, 1989/1990

The following pages breakdown the circulation by PERD faculty, graduate students and undergraduate students during 1989/1990.

The first tables includes subject headings categories in which ten or more pieces circulated. The total number of books circulated within a classification letter is given, along with the number of faculty, graduate student, and undergraduate student circulation. Numbers given in percentages have been rounded.

Additional tables are provided which list the PERD circulation within the classes of faculty, graduate students, and undergraduate students. Percentage numbers are rounded and subjects are listed in descending order of the total number of books circulated by the particular class.

Total faculty circulation	=	93	4%
Total grad student circulation	=	413	18%
Total undergrad circulation	=	1,793	78%
Total circulation	=	2,299	

Total PERD Circulation
(categories are listed in descending order)

	Subject	Total	Faculty	Grad	Undergrad	% of all books circ.
GV	Recreation, leisure	627	17	128	482	27%
RC	Internal medicine	224	3	69	152	10%
QP	Physiology	82	14	46	22	4%
BF	Psychology	81	1	21	59	4%
PR	English lit	69	1	11	57	3%
E	America	68	13		55	3%
LB	Theory & practice of education	66		10	56	3%
PS	American lit	66	3	2	61	3%
HV	Social pathology	62	4	10	48	2%
KF	U.S. Law	52		17	35	2%
HQ	The family	50			50	2%
RM	Therapeutics	46	5	9	32	2%
HD	Natl. production	47	1	12	34	2%
RJ	Pediatrics	44		9	35	2%
ZZ	Docs	44		1	43	2%
RA	Public aspects of medicine	43	1	12	30	2%
HF	Commerce	40	2	8	30	2%
QH	Natural hist Biology	37			37	2%
QL	Zoology	37	1		36	2%
HM	Sociology	32		9	23	1%
PN	Literary history	29		2	27	1%
DS	Asia	18	1	1	16	
DU	Oceania	18	2		16	
SF	Animal culture	16		3	13	
G	Geography	16			16	
LC	Special aspects of education	16		1	15	
NA	Architecture	15			15	
TR	Photography	15			15	
PZ	Juvenile lit	12			12	
TL	Motor vehicles	12			12	
QC	Physics	11			11	
ML	Literature of music	10	1	1	8	
QA	Mathematics	10	4	5	1	

Top Categories of PERD Circulation during the Past Two Years

Class #	Subject	1988/1989	1989/1990
GV	Recreation and leisure	629	627
RC	Internal medicinne	134	224
QP	Physiology	160	82
PR	English literature	86	69
E	America	51	68
PS	American literature	52	66
HV	Social pathology	51	62
HQ	The family	31	50
ZZ	Gov Docs	49	44
RJ	Pediatrics	39	44
RA	Public aspects of medicine	38	43
HF	Commerce	48	40
PN	Lit hist and coll	39	29

PERD Faculty Circulation

Of special interest is the low number of books circulating to faculty. The books bought by PERD are primarily used by undergraduates (78%). Graduate students account for eighteen percent of PERD's circulation, while faculty accounts for only four percent of PERD's circulation.

The low number of faculty circulations may be due to the dated nature of research available in book format, possible lack of relevancy of the collection to PERD faculty research, or reliance on periodicals by PERD faculty. It is also possible that faculty rely on their personal library collections when conducting research.

All numbers were reported for the faculty's circulation table.

Total PERD faculty circulation -- 93 4% of PERD's total circulation
Total PERD circulation -- 2,299

Class #	Subject	Total	% of books circulated by faculty
GV	Recreation and leisure	17	18%
QP	Physiology	14	15%
E	America	13	14%
GN	Anthropology	6	6%
RM	Therapeutics Pharmacology	5	5%
QA	Mathematics	4	4%
HV	Social pathology	4	4%
RC	Internal medicine	3	3%
F	United States	3	3%
HA	Statistics	3	3%
GR	Folklore	3	3%
PS	American lit	3	3%
HF	Commerce	2	2%
DU	Oceania	2	2%
B	Philosophy	1	1%
BF	Psychology	1	1%
DIS	Sound recordings	1	1%
DS	Asia	1	1%
H	Social sciences	1	1%
HD	National production	1	1%
ML	Literature of music	1	1%
PR	English literature	1	1%
QL	Zoology	1	1%
RA	Public aspects of medicine	1	1%

PERD Graduate Student Circulation

Total PERD graduate student circulation -- 413 18% of PERD's total
Total PERD circulation -- 2,299

While graduate students do not circulate many books, their circulation profile most closely matches the profile of PERD's areas of concentration: recretaion and leisure, internal medicine, physiology, psychology, U.S. Law (includes sports law), and public aspects of medicine.

Graduate students may account for only eighteen percent of PERD circulation because they may rely primarily on research journals.

Numbers were not given for categories with less than 1% of PERD's total circulation.

Class #	Subject	Total	% of books grad students circulated
GV	Recreation & leisure	128	31%
RC	Internal medicine	69	17%
QP	Physiology	46	11%
BF	Psychology	21	5%
KF	U.S. Law	17	4%
RA	Public aspects of medicine	12	3%
HD	Natl. production	12	3%
PR	English lit	11	3%
HV	Social pathology	10	2%
LB	Theory & practice of education	10	2%
RJ	Pediatrics	9	2%
RM	Therapeutics	9	2%
HM	Sociology	9	2%
HF	Commerce	8	2%
QA	Mathematics	5	1%
Q	Science	4	1%

PERD Undergraduate Student Circulation

Total PERD undergrad student circulation -- 1,793 78% of PERD's total circulation

Total PERD circulation -- 2,299

Total numbers were not reported for categories totalling less than one percent of the class' circulation.

As is probably typical for undergraduates, their circulation covers a broad range of topics, probably because they are writing papers for liberal education courses. Nevertheless, the two largest areas of circulation remain PERD topics: recreation and leisure and internal medicine.

Class #	Subject	Total	% of books circulated by faculty
GV	Recreation & Leisure	482	27%
RC	Internal medicine	152	8%
PS	American lit	61	3%
BF	Psychology	59	3%
PR	English literature	57	3%
LB	Theory & practice of education	56	3%
E	America	55	3%
HQ	Family. Marriage	50	3%
HV	Social pathology	48	3%
ZZ	Gov Docs	43	2%
QH	Natural history	37	2%
QL	Zoology	36	2%
KF	U.S. Law	35	2%
RJ	Pediatrics	35	2%
HD	Natl. production	34	2%
RM	Therapeutics. Pharmacology	32	2%
RA	Public aspects of medicine	30	2%
HF	Commerce	30	2%
PN	Lit hist and collection	27	2%
HM	Sociology	23	1%
QP	Physiology	22	1%
DS	Asia	16	1%
G	Geography	16	1%
LC	Special aspects of education	15	1%
NA	Architecture	15	1%
TR	Photography	15	1%
SF	Animal culture	13	1%
PZ	Juvenile lit	12	1%
TL	Motor vehicles	12	1%
QC	Physics	11	1%
HC	Economic history & conditions	9	1%
TD	Env. technology	9	1%

REPORT BY FACULTY MEMBER

on self-appraisal of professional performance
on professional growth, scholarly activities, and professional service

COVERING THE FOLLOWING PERIOD: _____

Name Date Completed

I would like to report for rating purposes, my activities in the categories which I have checked. I am also attaching a narrative explanation of these, correlated with the appropriate paragraph numbers below.

I. QUALITY OF PROFESSIONAL PERFORMANCE

( ) Personal statement based on elements of General Evaluating Criteria I.A and I.B as appropriate [Consult attached list]

II. PROFESSIONAL GROWTH, SCHOLARLY ACTIVITIES, CREATIVE AND ARTISTIC ACHIEVEMENT

A. Professional Growth

( ) 1. Awareness of current developments in my profession
( ) 2. Attendance and participation at conferences, conventions, seminars and professional meetings
( ) 3. Attendance at institutes, workshops, University classes, or work toward an advanced degree
( ) 4. Research in progress
( ) 5. Constructive use of sabbaticals and leaves of absence
( ) 6. Association with organizations and groups that will result in professional improvement of the participant and bring recognition to the University

B. Scholarly and Professional Activities

( ) 1. Publications
( ) 2. Active participation at conferences, conventions, seminars and professional meetings - reading papers, holding office, and serving on committees
( ) 3. Professional consultation
( ) 4. Other evidence of scholarliness, such as special awards and scope and depth of scholarship as revealed in public lectures, conversations, and book reviews
( ) 5. Defining library objectives and developing teaching and evaluative materials reflecting current scholarship in the discipline

C. Creative and Artistic Achievement

( ) 1. Publications of a creative nature
( ) 2. Works of art, such as painting, sculpture, design, planning, musical composition, poetry, fiction, drama, dance, photography, and film
( ) 3. Public performances: Musical recitals, conducting, drama production, and dance production
( ) 4. Public recognition: Exhibitions, commissions, acceptance of work for permanent collections, awards

III. LEADERSHIP IN ACADEMIC AND ADMINISTRATIVE SERVICE

A. Departmental activities

( ) 1. Contributions to the development of the department and, as appropriate, to related units (beyond the requirements of assignment)
( ) 2. Other (list)

B. Library committees and activities
( ) 1. Service on library administrative committees
( ) 2. Service on library Faculty committees or as an officer
( ) 3. Service on library Staff Association as officer or committee member

C. University or State System committees or activities
( ) (List)

IV. SERVICES AND ACTIVITIES ON BEHALF OF THE LARGER COMMUNITY
( ) A. Contributions to community activities, such as participation as an informed person in matters pertaining to books, manuscripts, recordings, films, and other cultural materials
( ) B. Service on behalf of public and private bodies, such as holding membership, consulting, or participating in civic, state, or national organizations

( ) I have nothing to report [Please state reasons]

Signature _____

[The following is from "General Evaluating Criteria for Librarians" as adopted by the University of Oregon Library Faculty and approved by the University Librarian]

I. QUALITY OF PROFESSIONAL PERFORMANCE

A. Applicable to all librarians

1. Effective use of subject knowledge
2. Stimulation of faculty and student use of library resources
3. Efficient development of subject collections
4. Maintenance of appropriate standards of student performance
5. Preservation of quality in all areas of bibliographic service
6. Development and utilization of innovative techniques and tools related to information retrieval and bibliographic service
7. Cooperation with scholars, other clientele, and staff in forwarding general objectives of the University
8. Teaching and developing evaluative materials reflecting current scholarship in a discipline or the profession
9. Participation in academic advising and consultation
10. Effectiveness in professional roles
    (a) Applicable to activities in public services:
        Effectiveness of the reference interview and motivation of client interest in the use of the library
    (b) Applicable to activities in the technical processing of materials:
        Effectiveness in applying bibliographic techniques to pragmatic solutions of organizing library collections
    (c) Applicable to activities in formal classroom teaching:
        (1) Classroom instruction, including careful preparation of course material and effectiveness of presentation
        (2) Academic advising, consultation, and informal teaching
        (3) Stimulation of student interest in quality work by students
        (4) Supervision of student research
        (5) Revision of courses to keep them updated
        (6) Maintenance of appropriate standards of student performance
        (7) Evaluation of student performance
        (8) Interest in effective teaching techniques
        (9) Defining education objectives and developing teaching and evaluative materials reflecting current scholarship in the discipline and in education theory

B. Applicable to librarians with major administrative responsibilities

1. Ability to set objectives, express them clearly, and plan their execution
2. Decisiveness and efficiency in the decision-making process
3. Ability to plan and to organize current, day-to-day operations
4. Alertness to new methods and technological changes
5. Appreciation of interdepartmental and University-wide relationships and cooperation
6. Effectiveness in the execution of top management policy decisions
7. Recognition of necessity for critical consultation and cooperation with management up and down the line
8. Effective utilization of applicable channels of communication, including reporting to subordinates and to management
9. Responsible assumption of coordination and direction of subordinate parts of departments and divisions
10. Effectiveness in delegating authority with balance of required supervision
11. Development of staff for more effective and satisfying job performance, including enhancement of the professional role
12. Effectiveness in establishing adequate on-the-job training programs with follow-up in personnel evaluation

UNIVERSITY OF OREGON LIBRARY
Annual Faculty Evaluation Rating

Name _____ Position _____

Academic Rank _____ For (period covered) _____

The annual evaluation report is the essential instrument used by the Library Administration to review performance of faculty members. Based on the General Evaluating Criteria adopted by the Library Faculty and approved by the University Librarian, the purpose of this annual rating is to assess performance as well as to determine eligibility for renewal of contract, change in rank, or recommendation for a merit pay increase. The evaluation program is very important to the development of the Library, and every effort should be made to be as objective as possible in giving a critical analysis of each person's competency.

RATING CODE (to be used for all sections of this form)

1. Excellent
2. Above average
3. Satisfactory
4. Needs improvement *
5. Unsatisfactory
6. Too soon to rate

NA Not applicable to this position

* Narrative appraisal must address problems and suggest remedies.

I. QUALITY OF PROFESSIONAL PERFORMANCE — Rating

1. Individual performance [Use Group I.A.1 through I.A.10.(b) as applicable]
   (Includes work with others but not supervision) ( )

2. Individual performance as a classroom instructor [Use Group I.A.10.(c) for instructors only] ( )

3. Supervisory performance [Use Group I.B]
   (Ability to control and coordinate work of others to the extent required by the position) ( )

4. Attitude toward others
   (Work with fellow staff members in other units, with supervisors, and with library clientele) ( )

5. Demonstrates ability to assume additional responsibility ( )

SUMMARY RATING OF SECTION I ( )

II. PROFESSIONAL GROWTH, SCHOLARLY ACTIVITIES, CREATIVE AND ARTISTIC ACHIEVEMENT — Rating

To be supported by report from individual being rated ( )

III. LEADERSHIP IN ACADEMIC AND ADMINISTRATIVE SERVICE

To be supported by report from individual being rated ( )

IV. SERVICES AND ACTIVITIES ON BEHALF OF THE LARGER COMMUNITY

To be supported by report from individual being rated ( )

V. NARRATIVE APPRAISAL OF THE CHARACTERISTICS, ACHIEVEMENTS, OR DEFICIENCIES OF THE FACULTY MEMBER BEING RATED

(Include a brief statement of the nature, level, and type of assignment, as well as the amount of responsibility involved)

[Attach supplementary sheet if necessary]

VI. PRELIMINARY RATING BY THE EVALUATOR (sections I-IV) ( )

This appraisal is based upon actual observation supplemented where necessary by information supplied by an immediate supervisor or other sources identified in the attached sheet of comments.

Signature _____
Evaluator

VII. REPORT OF CONFERENCE CONCERNING RATING

Comments by Evaluator following conference

[Attach supplementary sheet if necessary]

Rating recommended by evaluator ( )

Signature _____

Date _____

Comments by librarian following conference

_____ I concur with the over-all evaluation

_____ I disagree with the evaluation in these respects:
[Attach supplementary sheet if necessary]

Signature _____

Date _____

VIII. ENDORSEMENT OF ASSISTANT UNIVERSITY LIBRARIAN
[Attach supplementary sheet if necessary]

Signature _____

Date _____

Comments by librarian following conference

_____ I concur with the over-all evaluation

_____ I disagree with the evaluation in these respects:
[Attach supplementary sheet if necessary]

Signature _____

Date _____

IX. ENDORSEMENT OF UNIVERSITY LIBRARIAN
[Attach supplementary sheet if necessary]

Signature _____

Date _____

X. FINAL RATING ENDORSED BY THE UNIVERSITY LIBRARIAN ( )

Revised 3/87

SAMPLE

SUNY STONY BROOK LIBRARIES
LIBRARY MATERIALS BUDGET REQUEST FORM
FY 1989/90

Fund Music Selector Joyce Clinkscales

1988/89 DATA

1988/89 monograph allocation	$ 40,000
1988/89 new serial orders	$ 0

1989/90 REQUEST SUMMARIES

1.	1989/90 monograph allocation requests	
	Current publications	$ 44,605
	Other (Such as retrospective purchases, backfiles, CD ROM start-up costs)	$ 5,435
	TOTAL MONOGRAPH REQUEST	$ 49,950
2.	1989/90 NEW SERIALS ORDER REQUEST	$ 1,475

NUMERICAL REPORT

Academic/Departmental Factors

Faculty	38
Students	
Undergraduate FTE	140.4
Undergraduate Majors	31
Graduate FTE	128.8
Doctoral degree candidates	93

Cost/Inflation Factors

Monographs

1989/89 Average cost/vol (SUSB) $ 22.77

1988/89 Average cost/vol (external) $_____ (See remarks; no standard pricing index exists for scores.)
Source:

Estimate of inflation rate from previous year insignificant

JUSTIFICATION AND NARRATIVE REPORT

1. Do you feel last years monograph allocation was sufficient for your selection needs?

Yes_____
No __x___

2. If it was not sufficient for all of your selection needs, was it at least enough to keep up with relevant current publications?

Yes_____
No __x___

3. If it was not enough for relevant current publications, what do you feel would be a realistic figure for current publications in this field?

$ 44,605

4. Were you able to make significant retrospective purchases on your regular 1988/89 allocation?

Yes x but see remarks
No _____

5. If you were, please estimate what percentage of your allocation was spent on such purchases. 5%

6. Briefly describe the kinds of retrospective purchases you made, in what subject areas, etc.

Principally scores and books published in 1986 and 1987. Also, a few earlier book titles that we lacked, and, of course, a few titles brought to my attention by the faculty and students.

7. Approximately how much of your allocation is spent on foreign publications?

55%

8. Have there been any significant changes in the relevant academic department(s) since last year that will have an impact on your resource needs in the following areas:

a. New or discontinued programs or courses: none

Financial impact $_____

b. Recently recruited or departed faculty or new directions in faculty research:

A newly recruited faculty member specializes in twentieth-century music. I doubt that his research will have a significant impact on the budget.

Financial impact $_____

c. Changes in enrollment trends? not significant

Financial impact $_____

9. Has there been significant changes in publishing output?

No

Financial impact $_____

10. What non-book material, other than electronic information and products, do you need which you are not able to acquire with your present level of funding? How much additional funding do you need to meet these requirements?

None

11. Electronic information is having a significant impact on resource needs in many fields. How important is it in your field? Please specify your needs for online database services, CD ROM, software and other related needs which you are now not able to acquire. Identify titles and costs for such produces and services, separating start-up costs from continuing commitments.

Such services are developing for music, but not to the point that purchase is warranted during this budget period.

Total start-up costs $_____

Total continuing costs $_____

12. Estimate cost for new serials subscriptions in 1989/90:

$ 1475* for 16 titles

*Includes $950 for RIPM [see no. 13] and $525 for 15 other titles.

13. Discuss briefly any other factors not yet mentioned which have an impact on the collections and your ability to support these needs. Also identify any unusual items you foresee as being critical to purchase during 1989/90 for which you may request special, one-time funding.

RIPM--Repetoire International de la Presse Musicale: an index of journals--primarily nineteenth-century--relevant to music (including social and cultural history of music):

Currently available volumes:	$1140
Vols. scheduled 1989-90	475
TOTAL	$1615

Scores--retrospective: $1500

Books--retrospective (principally 1988-89): $1450

Replacements: $780

TULANE UNIVERSITY
HOWARD-TILTON MEMORIAL LIBRARY
ACADEMIC STAFF REVIEW

A

COVER SHEET

DATE January 1, 1990

I. LIBRARIAN John Doe RANK II

POSITION Librarian SALARY $10,700

DEPARTMENT Bibliography IMMEDIATE SUPERVISOR Jane Doe

DATE OF INITIAL APPOINTMENT AS ACADEMIC STAFF: January 1, 1989

NUMBER OF YEARS AS ACADEMIC STAFF: 1 year

DATE OF APPOINTMENT TO PRESENT POSITION: January 1, 1989

DATE OF LAST PROMOTION IN RANK: January 1, 1989

TYPE OF EVALUATION: **ONE YEAR** (January 1, 1989 - January 1, 1990)

CONTENTS: This Review, when completed, is to consist of the following documents (in this order):

A. This cover sheet;
B. Introduction
C. File Update as completed by Librarian on or before January 4, 1990.
D. Performance Evaluation Procedures.
E. Performance Evaluation Form as completed by the immediate supervisor on or before January 16, 1990.
F. Librarian's Statement, if noted below, on or before January 21, 1990.

SIGNATURES: When documents A, C, E and F have been completed and discussed by both parties, this cover sheet is to be signed and returned with the rest of the packet to the Library Administrative Office on or before January 28, 1990.

II. **IMMEDIATE SUPERVISOR:** I have discussed this evaluation with the Librarian concerned.

Signature:_____

Position:_____ Date:_____

LIBRARIAN: I have discussed the evaluation with my immediate supervisor.

___I concur with the evaluation ____Statement will follow
___I concur in part with the evaluation (Statement must follow).
___I do not concur with the evaluation (Statement must follow).

Signature:_____

III. **UNIVERSITY LIBRARIAN:** Complete this form and the Academic Staff Review process according to the flow chart.

COMMENTS:

SIGNATURE:_____ DATE:_____

TULANE UNIVERSITY **B**
HOWARD-TILTON MEMORIAL LIBRARY
ACADEMIC STAFF REVIEW

INTRODUCTION

Each librarian will be evaluated according to the following schedule, normally in January: 1) years 1-3: annually; 2) years 4-9: biennially; 3) year 10 and after: triennially. During years in which there is no formal evaluation, a File Update shall be submitted to the supervisor, who will forward it to the Library Administrative Office.

If a formal evaluation is not required in a year when a librarian is eligible for promotion, a letter shall be sent from the supervisor to the Promotions Committee.

A librarian who is to be demoted or transferred shall be evaluated by his/her supervisor prior to moving to his/her new position/rank. An evaluation can be requested at any time by a supervisor or by a librarian.

For each librarian in a new position (e.g. initial appointment, transfer, or demotion), the performance evaluation for the first year will be based on the initial date of appointment, transfer, etc. The evaluation process for probationary employees will commence at the beginning of the sixth and twelfth months from the initial date of employment.

A librarian who receives the one-year evaluation six months or less before the annual evaluation in January need not repeat the process until the following annual evaluation period.

The following is the schedule for the evaluation process. (If a date falls on a Saturday, Sunday or holiday, it is changed to the next working day.)

	PROCEDURE	DATE DUE JAN. EVAL.	TIME FRAME PROBATIONARY EVAL.
1.	The Library Administrative Office completes Section I of the Cover Sheet and forwards the Academic Staff Review packet to the Librarian.	Jan. 5	1st day
2.	The Librarian completes the File Update and gives the packet to the Supervisor.	Jan. 8	4th day
3.	The Supervisor completes the Performance Evaluation Form, gives a copy to the Librarian and schedules a meeting for the Performance Evaluation interview.	Jan. 20	16th day
4.	The Supervisor and the Librarian discuss the Performance Evaluation and sign the Cover Sheet upon completion of the meeting. The Supervisor returns the completed packet to the Librarian at this time.	Jan. 22	18th day
5.	The Librarian completes the Librarian's Statement, if appropriate, and gives the completed packet to the Library Administrative Office and a copy of the Librarian's Statement to the Supervisor.	Jan. 25	21st day
6.	The University Librarian signs the Cover Sheet of the Academic Staff Review and returns a copy of the completed packet to the appropriate Supervisor and the Librarian. The original Academic Staff Review is filed in the Librarian's personnel file in the Library Administrative Office.	Feb. 1	28th day

TULANE UNIVERSITY C
HOWARD-TILTON MEMORIAL LIBRARY
ACADEMIC STAFF REVIEW

FILE UPDATE

NAME John Doe DATE January 1, 1990

POSITION Librarian

PERIOD COVERED January 1, 1989 - December 31, 1989

Each librarian should complete this section on a separate sheet on or before the date specified on the cover sheet under CONTENTS:C.

The purpose of this section of the Academic Staff Review is to serve as a profile of professional activities. It will function as a means for updating the librarian's personnel file. The items listed below are intended to serve as guidelines, not requisites. They are listed in no order of priority. They do not guarantee promotion or compensation.

1. PROFESSIONAL SERVICE IN THE LIBRARY.

   List all committees, whether appointed or elected by the faculty, the University Librarian or the Library Department, on which you have served and your activities in each.

2. PROFESSIONAL ACTIVITY OUTSIDE THE LIBRARY.

   List the library associations, organizations or scholarly societies in which you are a member and your activities in each, e.g. offices held, papers presented, courses taught, conferences attended.

3. CONTINUING PROFESSIONAL EDUCATION.

   List special activities undertaken to improve professional competence, e.g. courses taken, workshops and seminars attended, visits to other libraries.

4. SPECIAL PROJECTS, RESEARCH AND PUBLICATION.

   List any special projects or research undertaken; creative activities, papers or publications, including those prepared for internal use, e.g. manuals, reports, bibliographies, exhibits prepared, etc. Do include research in progress. Do not include "research" done to resolve a problem in the daily work.

5. AWARDS.

   List all fellowships, grants, or awards received. Appropriate civic awards may be included.

6. OTHER.

   List any other activities considered noteworthy, e.g. TULSA and university or public service not directly associated with your position, that would enhance the library's or university's stature.

TULANE UNIVERSITY D
HOWARD-TILTON MEMORIAL LIBRARY
ACADEMIC STAFF REVIEW

PERFORMANCE EVALUATION PROCEDURES

PURPOSE:
Evaluation of librarians has multi-purposes. Its main function is to aid the improvement of both the individual and the organization. It provides an opportunity to identify the librarian's strengths and weaknesses and thereby helps improve individual performance. It reinforces mutual awareness between supervisor and librarian regarding performance expectations, job requirements and priorities. It facilitates organizational planning by assisting the supervisor in the assessments of strengths and weaknesses of the organizational unit, and helps to identify training needs. In any evaluation system these primary purposes also often provide the basis for decisions on salary increases, continuing appointment and promotion, and establish a personal reference history for use within the library only.

STANDARDS:
Standards should be determined prior to evaluation and should be applicable to all librarians at the same level and with the same amount of job experience in the particular work. Standards and goals relating to the work are usually more useful and acceptable when they are the product of joint deliberation between librarian and supervisor. In evaluating the librarian, the supervisor should be honest about the quality of the work performed. When the work is good, it should be noted. Do not strain to find something wrong. When some of the work is less than satisfactory, comments should be very clear about what is wrong and what needs to be done to meet standards. In an effective supervisor-librarian relationship, there should be no surprises concerning performance evaluation. The written performance evaluation should reflect a continual dialogue between supervisor and librarian during the period evaluated.

CONFIDENTIALITY:
The immediate supervisor, persons above in the supervisory chain for the librarian, and anyone given permission by the librarian to have access to the final written evaluation, shall hold all information and materials concerning the librarian as confidential. Infringements upon this policy should be immediately reported to the University Librarian or the Grievance Committee if appropriate.

INSTRUCTIONS TO THE SUPERVISOR:
Appraise performance in present assignment and evaluation period only. Comment on the strengths and weaknesses of the librarian's performance and attitude. Support your conclusions with facts based on day-to-day performance, not by exceptional or unusual events alone. Make suggestions of ways to enhance performance in any area of weakness. Use the following criteria, where appropriate, as guidelines in the evaluation process: 1) basic job knowledge and development of new skills; 2) quality of work; 3) productivity; 4) effective decision-making; 5) communication skills; 6) creativity and initiative; 7) adaptability; 8) working relations with patrons, co-workers and supervisor(s); 9) contributions to library, university or professional committees and organizations. If the librarian is a supervisor or acts in some supervisory capacity, include the following categories in your evaluation: 1) planning, organization, coordination and direction of assigned work unit; 2) training, development and motivation of staff; 3) fairness and impartiality in the treatment of staff; 4) approachability and receptivity to subordinates' suggestions, problems and complaints. Be prepared to discuss and support your evaluations. A blank page has been provided for the supervisor's comments. Use additional pages as necessary.

TULANE UNIVERSITY
HOWARD-TILTON MEMORIAL LIBRARY
ACADEMIC STAFF REVIEW

E

PERFORMANCE EVALUATION FORM

NAME John Doe DATE January 1, 1990

POSITION Librarian

PERIOD COVERED January 1, 1989 - December 31, 1989

Signature: _____

Date: _____

TULANE UNIVERSITY
HOWARD-TILTON MEMORIAL LIBRARY
ACADEMIC STAFF REVIEW

F

LIBRARIAN'S STATEMENT SHEET

NAME John Doe DATE January 1, 1990

POSITION Librarian

PERIOD COVERED January 1, 1989 - December 31, 1989

LIBRARIAN'S STATEMENT: This statement is optional if the Librarian concurs with the evaluation. This statement is required only if the Librarian does not concur or concurs in part, as indicated under part II on the cover sheet. The Librarian should complete this form and return it to the Library Administrative Office on or before the date specified on the cover sheet under CONTENTS: F.

Signature:_____

Date:_____

UNIVERSITY OF WATERLOO LIBRARY

ACQUISITIONS BUDGET REQUEST FORM

Department _____ Fiscal Year 1991/92

Faculty Library Representative _____

Liaison librarian _____

SECTION 1 - TO BE COMPLETED BY THE LIAISON LIBRARIAN IN CONSULTATION WITH THE FACULTY LIBRARY REPRESENTATIVE

1. Degree programs offered

[ ] Bachelor's [ ] Master's [ ] MPhil [ ] PhD

[ ] Other _____

2. Evaluation of the Library Collection

a) Relevance of library materials to the department's programs

i.e. your evaluation of the usefulness of library materials to your department's instructional/research programs (compared to laboratory, computer or other non-library facilities)

[ ] Limited [ ] Significant [ ] Highest Priority

Explanatory comment:

b) Rating of the quality of the library collection in the department's disciplinary areas

[ ] Inadequate [ ] Satisfactory [ ] Excellent

Specify areas of weakness:

c) Relative importance of types of library material to the department's disciplinary areas

	Not Important	Fairly Important	Very Important
Books - current	[ ]	[ ]	[ ]
Books - retrospective	[ ]	[ ]	[ ]
Serials - current	[ ]	[ ]	[ ]
Serials - retrospective	[ ]	[ ]	[ ]
Government publications	[ ]	[ ]	[ ]
Other (specify):	[ ]	[ ]	[ ]

Explanatory comment:

3. Collection development objectives - 1991/92

[ ] Maintain level of coverage of existing areas of study

[ ] Increase level of coverage of existing areas of study

i.e.

[ ] Provide support for new courses and programs

i.e.

SECTION II - TO BE COMPLETED BY THE LIBRARY

4. Historical analysis of the department's use of acquisition funds

	Budget allocation	Total funds available	Spent	Committed	Balance
1987/88					
1988/88					
1989/90*					

*Unaudited

5. Estimated maintenance budget for a steady-state acquisitions program*

a) Serials Renewals (1990/91 allocation x 5-year inflation rate)

1990/91 allocation
5-year inflation rate

1991/92 estimate

b) New subscriptions (3-year average x estimated average price)

3-year average
Estimated average price

1991/92 estimate

c) Back-issues (3-year average x inflationary allowance)

3-year average
Inflationary allowance

1991/92 estimate

d) Monographs - including monographic series (3-year average x inflationary allowance)

3-year average
Inflationary allowance

1991/92 estimate

*The amounts specified are provided for guidance only. Should you wish to propose alternative figures, please explain how you arrived at them e.g. changes in programs, increase in enrolment, collection deficiencies, etc.

SECTION III - TO BE COMPLETED BY THE LIAISON LIBRARIAN IN CONSULTATION WITH THE FACULTY LIBRARY REPRESENTATIVE

6. Estimates of funding required for 1990/91

Monographs

Serial subscriptions - new
- renewals

Serial back-issues

Special projects

Other:

Total

Acquisitions budget requested for 1990/91

Additional comments:

(Signed)

Faculty Library Representative
(or delegate)

Liaison Librarian

Departmental Chairman
(or delegate)

Date ---

University of Waterloo

Bimonthly Report

July - August 1990

WATMARS : August - 2 searches

COLLECTIONS

Anthropology : inspected D-DX weeded items in Davis Library
completed 1991/92 budget
completed serials review
completed serials cancellations

Government Publications :
completed 1991/92 budget
completed serials review
completed serials cancellations
Ad Hoc Committee on the Processing of Government Publications meeting
responded to request from Lakehead University for a copy of our government publications policy
met with Stuart MacKinnon regarding Use Study
met with Marian Davies re g.p. maintenence problems

REFERENCE

General : boolean searching - attended workshop and reviewed strategies with particular reference to government publications

Government Publications :

Desktop Demographics Workshop - full day
demonstrated Desktop Demographics to several librarians
MICROLOG and STATCAN REF CD-ROM disks - practiced and began writing handouts
met with Bruce MacNeil and Cory Burgener re 1986 Census Data

PUBLICATIONS

Government Publications Code Number Transcription - 1st draft completed

PROFESSIONAL DEVELOPMENT

arranged speakers for CLA '91 conference session
completed CLA '90 report

CONSULTATIONS

WATMARS - 30 minutes

OTHER

completed reorganization of Micro Alcove

HOLIDAYS - 2 weeks

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SELECTED READINGS

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF MANAGEMENT SERVICES

Selected Readings

Atkinson, Ross. "The Citation as Intertext: Toward a Theory of the Selection Process." Library Resources and Technical Services 28 no. 2: 109-119.